

Monday 11th

Basic Skills

11.21
XI. I. XXI

Maths Task

1. $2 \overline{) 35}$ 2. $2 \overline{) 59}$ 3. $2 \overline{) 86}$ 4. $2 \overline{) 49}$

5. $3 \overline{) 78}$ 6. $3 \overline{) 82}$ 7. $3 \overline{) 97}$ 8. $3 \overline{) 64}$

9. $4 \overline{) 56}$ 10. $4 \overline{) 70}$ 11. $4 \overline{) 93}$ 12. $4 \overline{) 39}$

Dojo Challenge - Improve this sentence in 5 different ways.

The monkey sat in the tree.

Literacy Task



Fill in the missing word with **our** or **are** and have a go at filling in the missing punctuation too.

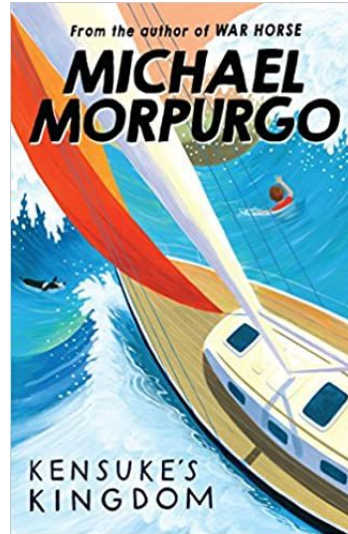


1. you coming around for tea tonight?
2. You can come around to house on Saturday
3. How old you
4. It's game but you can join in if you like
5. we going in your car or s
6. I love classroom
7. Why you saying that you're not supposed to be friend

11.1.21

XI. I . XXI

Michael Morpurgo: Comprehension



SPaG Starter: Possessive Plurals

Apostrophes can show belonging. When an apostrophe comes at the very end of the noun, it shows the next word/words belong to **MORE** than one person.

EXAMPLE - *The boys' toilets were absolutely spotless*

Look at these words - they are plural nouns.

*Animals, footballers, neighbours, parents, brothers,
gymnasts, girls, boys, detectives, teachers*

Your task - Write 5 sentences that each have one of these blue plural nouns in. In each sentence, you must use an apostrophe at the end of the word to show what belongs to ALL of them.

As part of our new literacy topic, we will be getting to know a famous author. We will learn about the author's writing style, the books he has written and the life he has lead.

Our author is **Michael Morpurgo**



Michael Morpurgo

Sir Michael Morpurgo is one of Britain's most popular children's authors. He has written over 100 books and been awarded with a knighthood for his achievements. As well as being a successful author, Morpurgo is a dedicated charity worker, family man and inspiration to both adults and children alike.

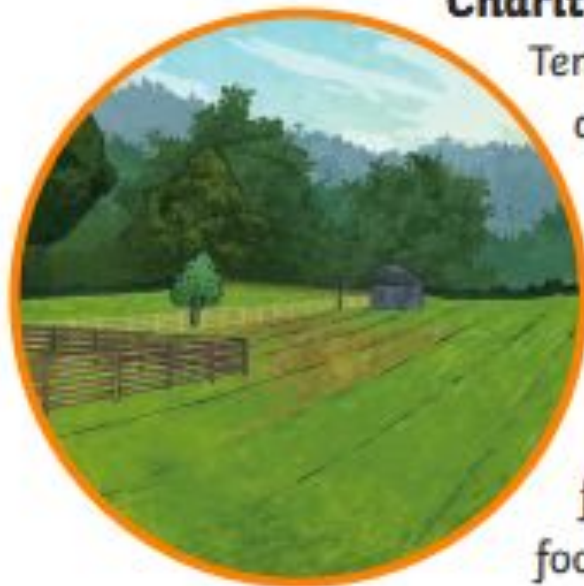


Early Life

Michael Morpurgo was born on 5th October 1943 in St Albans, Hertfordshire. When the Second World War broke out, Michael and his brother, Pieter, were evacuated to Northumberland to keep them safe during the bombing of London. Once the war ended, Michael and his brother returned home to find that their mother had fallen in love with a man called Jack Morpurgo. She eventually divorced Michael's father and married Jack who became Michael's stepfather.

Morpurgo attended two boarding schools before starting a very brief career in the Army. He enjoyed parts of army life but disliked being shouted at and so decided to leave and go to university instead. In 1963, Morpurgo married the love of his life, Clare Lane. Clare is the daughter of Allen Lane, the founder of the famous **publishing house**, Penguin Books. Clare and Michael went on to have three children together: Sebastian, Horatio and Rosalind. After university, Michael became a school teacher in Kent and particularly enjoyed reading stories to his class. However, when he ran out of stories to read to them, he decided to start writing his own! In 1974, Morpurgo wrote his first book entitled 'It Never Rains: Five Stories'. Morpurgo has reported that his teaching days were some of the happiest of his life.

Charity



Ten years later, Michael Morpurgo wanted a change and so, he and his family moved to Devon. They bought a large house next to a farm and set up the charity, Farms for City Children. Farms for City Children is a charity for children who live in cities and big towns. It gives them the opportunity to stay at one of the charity's three farms for a week. Children learn about where their food comes from, how to care for animals and about

working as part of a team. The charity is still running today and over 90 000 children have stayed at the farms since it began in 1976.

Books

Since writing 'It Never Rains', Morpurgo has written many more children's books and stories. The list of titles includes:

- Friend or Foe;
- War Horse;
- The Butterfly Lion;
- Kensuke's Kingdom;
- Private Peaceful and;
- An Elephant in the Garden.



'War Horse' is one of Morpurgo's most famous books. It was made into a stage show in 2007 and then into a film in 2012.

Achievements

In 2003, Morpurgo was given the title of **Children's Laureate**. Four years later, Morpurgo was awarded with an **OBE** and then in 2018, he was given a knighthood for his services to literature and charity work. However, Michael Morpurgo himself says that starting the Farms for City Children charity with his wife is still his greatest achievement.



Did You Know...?

Michael Morpurgo does not write his books sitting at a desk or on a computer. Instead, he prefers to write in an exercise book, lying on his bed propped up by pillows! He also prefers to work in silence.



Glossary

Publishing house: a company that prints and publishes books.

Children's Laureate: an award given to a significant writer or illustrator of children's books.

OBE: an award presented by the Queen that stands for Officer of the Most Excellent Order of the British Empire.

Questions

1. What year was Michael Morpurgo born?
2. What was the name of Michael's brother?
3. What are Michael's three children called?
4. Number these events in the order that they happened
 - Michael and Claire started 'Farms For City Children'
 - Michael and Claire were married
 - Michael was born
 - Michael Wrote 'It Never Rains: 5 Stories'
 - Michael went to university
5. Why do you think Michael has written so many stories about War? Use evidence from the text to support your answer.
6. Why do you think Michael was given the award 'Children's Laureate'? Use evidence from the text to support your answer.
7. Look at these adjectives in the first paragraph - can you tell me what the words mean?
 - sucessful =
 - dedicated =
 - inspirational =
8. Michael Morpurgo believes that his Farms For City Children Charity is the biggest achievement of his life
 - do you agree with him or not? Why?

RETRIEVAL
SEQUENCING
INFERENCE
CLARIFYING

CHALLENGE



If you could ask Michael Morpurgo 3 questions, what would they be?

You can submit this on paper, or as a video on Class Dojo.

[Click this video to watch Michael Morpurgo answer the 5 most commonly asked questions!](#)

Adding fractions

11.1.21
X1.1.XX1

When fractions have the same denominator, they can be easily added.

Add the numerator. Keep the denominator the same!

1. $\frac{1}{6} + \frac{4}{6} =$

2. $\frac{5}{10} + \frac{4}{10} =$

3. $\frac{2}{6} + \frac{4}{6} =$

4. $\frac{2}{6} + \frac{2}{6} =$

Try these two yourself:

$$1) \quad \frac{5}{8} + \frac{1}{8} =$$

$$2) \quad \frac{4}{10} + \frac{4}{10} =$$



Can they be simplified at the end?

Add these as normal:

$$4) \quad \frac{4}{3} + \frac{3}{3} =$$

$$6) \quad \frac{3}{4} + \frac{2}{4}$$



*Can I do anything with
the answers?*

$$1 \text{ a. } \frac{1}{6} + \frac{4}{6} =$$

$$1 \text{ b. } \frac{5}{8} + \frac{6}{8} =$$

$$2 \text{ a. } \frac{5}{10} + \frac{4}{10} =$$

$$2 \text{ b. } \frac{3}{6} + \frac{1}{6} =$$

$$3 \text{ a. } \frac{2}{6} + \frac{4}{6} =$$

$$3 \text{ b. } \frac{5}{7} + \frac{5}{7} =$$

$$4 \text{ a. } \frac{2}{6} + \frac{2}{6} =$$

$$4 \text{ b. } \frac{2}{10} + \frac{4}{10} =$$

$$5 \text{ a. } \frac{2}{8} + \frac{5}{8} =$$

$$5 \text{ b. } \frac{3}{10} + \frac{2}{10} =$$

$$5 \text{ a. } \frac{3}{8} + \frac{1}{8} =$$

$$5 \text{ b. } \frac{7}{8} + \frac{4}{8} =$$

$$6 \text{ a. } \frac{3}{4} + \frac{2}{4} =$$

$$6 \text{ b. } \frac{7}{8} + \frac{2}{8} =$$

Add these fractions together.

Can any of these answers be simplified?

*Are any of these answers improper fractions?
Could you change them into mixed numbers?*

From the author of WAR HORSE

MICHAEL MORPURGO



Guided Reading - 11th January

Friend or Foe

Michael Morpurgo

Chapter 2 - Pages 15,16,17



CHAPTER 2

IT RAINED ALL THE WAY FROM LONDON TO Exeter. Miss Roberts hardly lifted her head from her books, unless it was to pull out another packet of cigarettes from her handbag. David and Tucky played noughts and crosses until they ran out of paper, and they were left staring at the window waiting for the next stop.

David passed the time by tracing drops of rain as they ran in intricate and erratic patterns from the top of the windowpane down towards the bottom. He would find two or three droplets that began life at the same time at the top, and watch them race each other to the bottom; and sometimes they would join together and plummet down in a great flood.

They stopped frequently and that did help to

break the monotony of the journey; and lunch of a sandwich and a biscuit at Westbury was a chance to stretch their legs and to empty the carriage of Miss Roberts' cigarette smoke.

But lunch was Tucky's downfall. He began to go white almost as soon as the train pulled out of Westbury, and a few minutes later was as sick as a dog. Miss Roberts did her best, but there were no corridors on the train, so all she could do was to hold his head, while the rest of them tried to keep as far away as possible. It was all cleared up at the next stop, but the after-smell still hung on, and Tucky's face was still a pale shade of green. He looked dreadful, and David tried to ignore him and to concentrate on the line of the hills in the distance. He thought it looked like the pictures of Devon he'd been shown at school, but they were still hours away from Exeter, and as the journey dragged on, his thoughts returned again to his house in Islington.

Tucky was feeling better. 'My mum said it won't be long,' he said suddenly. David said nothing. 'She said the war would be over in a few months and we'd all be home again. So it won't be long, will it?'

'Depends on who wins it,' David said.

'We'll win it,' Paul Browning said from the other

side of the carriage. 'Everyone says we'll win it.'

'Then it'll be a long war.'

'Who says?' Paul was sneering.

'That's what my dad said,' David replied quietly. He hated mentioning his father, and he hadn't meant to. He felt vulnerable now. 'He said that if the Germans win it'll be a short war and if we win it'll be long.'

'But we won last time,' Tucky piped up. 'We won then, didn't we?'

'Yeah. He's right,' Paul was learning forward. 'We won all right, and what you can do once, you can do again. That's right, isn't it, miss?'

'What is, Paul?' Miss Roberts looked up.

'The war, miss. Davey says we won't win it. You heard him, miss. We beat them last time, so we will again. Stands to reason, doesn't it miss?'

Miss Roberts closed her book. 'No, Paul. It doesn't stand to reason.' She sounded firm, and everyone listened when she sounded firm. 'I think we shall win in the end, I certainly hope we do. But it will not be in a few weeks or a few months. It may take a long long time to win – a year, two or three years, who knows? You must understand that you will not be going home for some time. You'll have a new home

Monday: Retrieval Questions

1. What did David and Tucky do to pass the time on the train?
2. What was Miss Roberts mostly doing on the journey?
3. Where did they stop to stretch their legs?
4. What was David reminded of as he looked out of the window?
5. How does Paul Browning feel about the war?
6. Why did David feel vulnerable?
7. Why do you think Miss Roberts closed her book?
8. How do you think the boys felt at the end of this extract? Explain your thinking..

Show understanding of the good news

As we read through, underline the words that are comforting

The spirit of God has been given to me.



God has sent me to bring good news to the poor, to comfort the broken hearted, to set free those who are imprisoned to proclaim that the time has come when God will shower blessings on his people.

My heart is filled with joy, with praise and thanks to God. I feel as if God has surrounded me in love, as if God has wrapped me up in a cloak of blessings.

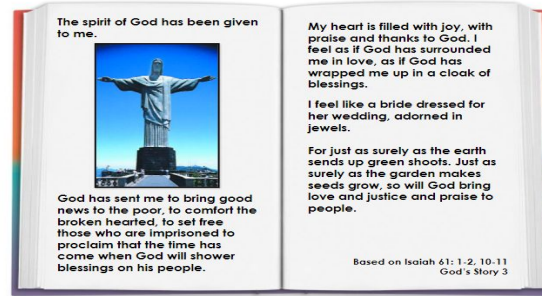
I feel like a bride dressed for her wedding, adorned in jewels.

For just as surely as the earth sends up green shoots. Just as surely as the garden makes seeds grow, so will God bring love and justice and praise to people.

**Based on Isaiah 61: 1-2, 10-11
God's Story 3**

Show understanding of the good news

SU RB



*Re-write the passage from Isaiah in **your own words** to show an understanding of how Christians live out this message today.*

God has given his spirit as a gift to me.

He has told me to tell everyone about the good news, especially the poor people.

Tuesday 12th

Basic Skills

12.1.21
XII. I. XXI

Maths Task

Round these numbers to the nearest 100

- 1) 936 → _____ 2) 844 → _____ 3) 1081 → _____
4) 363 → _____ 5) 1425 → _____ 6) 793 → _____
7) 1138 → _____ 8) 1738 → _____ 9) 1264 → _____
10) 865 → _____ 11) 956 → _____ 12) 1247 → _____

Dojo Challenge

Find the capital cities of these countries.

Sweden

New Zealand

India

Brazil

Poland

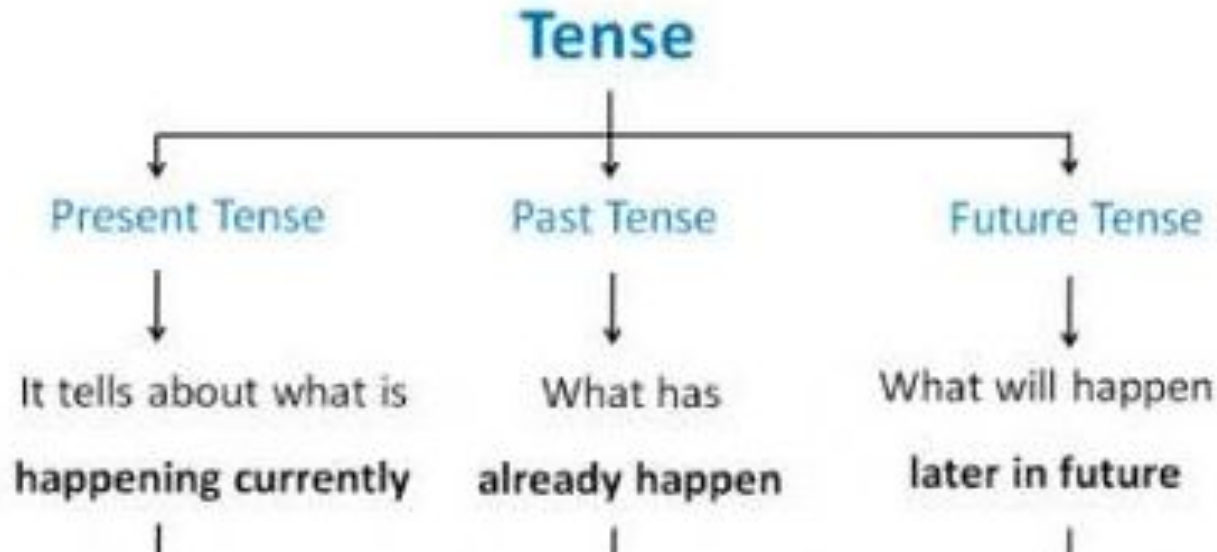
Literacy Task

A collective noun is a word given to groups of things,
Example: a **fleet** of ships.

Choose a collective noun from the list to complete the phrases below.

			Collective nouns:
1.	a _____	of people	pack
2.	a _____	of puppies	flock
3.	a _____	of ants	band
4.	a _____	of sheep	troop
5.	a _____	of wolves	crowd
6.	a _____	of lions	team
7.	a _____	of musicians	pod
8.	a _____	of monkeys	shoal
9.	a _____	of players	parliament
10.	a _____	of whales	litter
11.	a _____	of fish	pride
12.	a _____	of owls	colony

Using Tense Correctly



SPaG Starter: Subordinate Clause

Add in a subordinate clause to these **blue main clauses**. Remember, you are adding detail and must use a **subordinating conjunction**..

The dog, _____, ran away from her owner.

Man Utd, _____, lost the game.

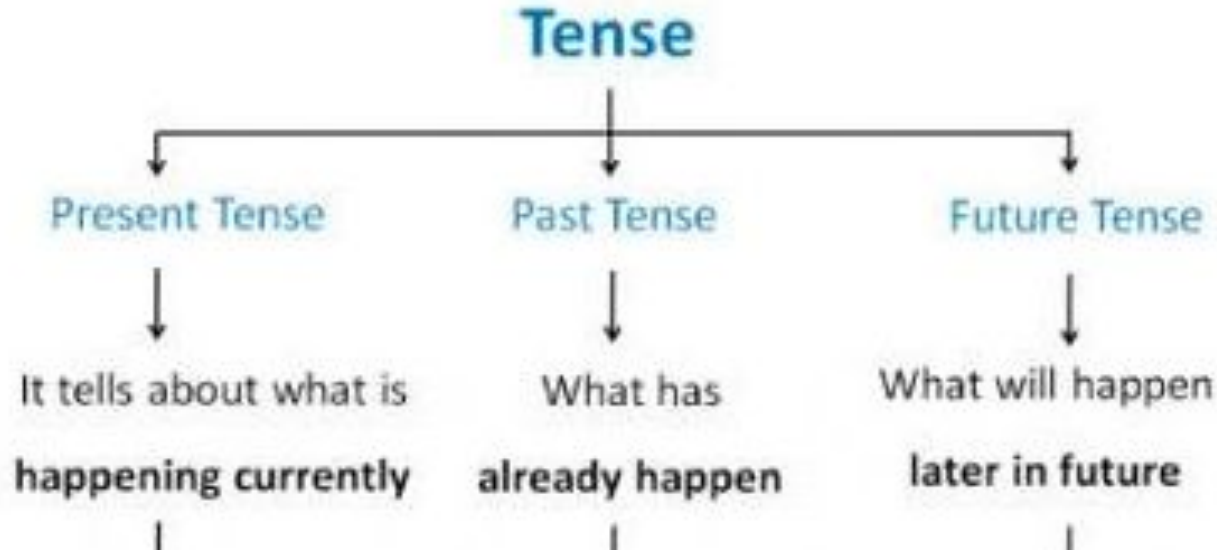
The sandy beach, _____, was full of tourists.

Joe's pencil case, _____, was stolen.

The trophy, _____, mysteriously disappeared.

After, although, as, because, before, due to, since, once, unless, though

When we write and speak, we use a tense. It tells the reader whether something has already happened, whether it is happening now or whether it will happen in the future.



Let's look at this example together..

Here is an extract of writing. It is written in the past tense. Can we convert the tense into the present? (happening now!)

Sunday 10th January

On Sunday, Joe woke up and opened the window in his bedroom. He walked downstairs and decided to boil the kettle. After his cup of tea, Joe left the house and got into his car. He smiled at his neighbours as he threw his bag into the back seat.

How could we change the tense into the present tense? Clue: Look at the **VERBS**.

Let's look at this example together..

Here is an extract of writing. It is written in the past tense. Can we convert the tense into the present? (happening now!)

Sunday 10th January

On Sunday, Joe **woke** up and **opened** the window in his bedroom. He **walked** downstairs and **decided** to **boil** the kettle. After his cup of tea, Joe **left** the house and **got** into his car. He **smiled** at his neighbours as he **threw** his bag into the back seat.

How could we change the tense into the present tense?

Clue: Look at the **VERBS**

TASK 1: Can you re-write this extract in the PAST TENSE?

Past Tense	Present Tense	Future Tense
<p><u>ted</u></p> <p><i>Walked</i> <i>Jumped</i> <i>Argued</i> <i>Roared</i></p>	<p><u>ting</u></p> <p><i>Walking</i> <i>Jumping</i> <i>Arguing</i> <i>roaring</i></p>	<p><u>will/ will be/ will have</u></p> <p><i>I will walk.</i> <i>I will jump.</i> <i>I will be arguing.</i> <i>I will have roared</i></p>

Past Tense	Present Tense	Future Tense

Task 2: Sentence Sorting

Place the sentences from 'Friend or Foe' into the right column.

- . His mother woke him as usual that morning
- . "We are going to Paddington Station, Tucky!"
- . The boys climbed the long stairs up into the station.
- . They will not be going home for a long time.
- . David sensed they must be out in the countryside.
- . "Why is everybody staring at us?" mumbled David.
- . "Paul, you will be going with this nice lady!"
- . Mr Reynolds would be looking after both boys at his farm.

Adding Fractions

Lesson 8

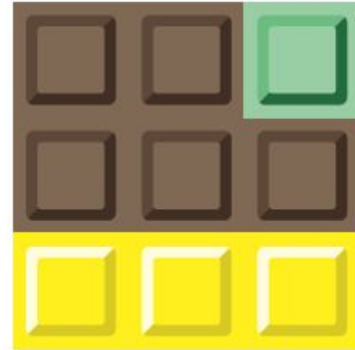
12.1.21
XII.I.XXI

In Focus



Let's share
this bar of chocolate.
I will have one piece.

I will have
one entire row.



$\frac{1}{9}$



$\frac{1}{3}$

How much of the chocolate bar would they have altogether?

$$\frac{1}{9} + \frac{1}{3} =$$


We can't add these yet - they have different denominators...we need to make them the same.

Let's use our equivalent fractions.

Can we change the thirds into ninths?

Let's use our equivalent fractions to change the thirds into ninths

$$\frac{1}{9} + \frac{1}{3} =$$


$$\frac{1}{3} = \frac{\square}{9}$$

The diagram shows the fraction $\frac{1}{3}$ on the left and $\frac{\square}{9}$ on the right, separated by an equals sign. A blue curved arrow labeled 'x3' points from the denominator '3' to the denominator '9'. Another blue curved arrow labeled 'x3' points from the numerator '1' to the empty square box.

Let's use our equivalent fractions to change the thirds into ninths

$$\frac{1}{9} + \frac{1}{3} =$$

*So now ... our
question is :*



$$\frac{1}{9} + \frac{3}{9} = \frac{4}{9}$$

Guided Practice

1 Add.

(a) $\frac{1}{9} + \frac{4}{9} =$

(b) $\frac{1}{10} + \frac{1}{5} =$

Both are ninths.

$\frac{1}{5} = \frac{\text{}{10}$



Remember, change them both to have the same denominator first! Then add them.

Adding fractions with different denominators

1. $\frac{1}{3} + \frac{1}{6} =$

5. $\frac{5}{6} + \frac{1}{12} =$

2. $\frac{2}{3} + \frac{1}{6} =$

6. $\frac{1}{4} + \frac{5}{12} =$

3. $\frac{1}{2} + \frac{1}{6} =$

7. $\frac{2}{5} + \frac{2}{15} =$

4. $\frac{2}{5} + \frac{3}{10} =$

8. $\frac{1}{4} + \frac{3}{8} =$

$\frac{2}{3} + \frac{1}{9} =$

$\frac{1}{3} + \frac{2}{9} =$

$\frac{2}{3} + \frac{1}{12} =$

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 12th January

Friend or Foe

Michael Morpurgo

Chapter 2 - Pages 18,19,20,21



and a new school and it won't be easy for you. But it will be a lot easier if you can understand that you won't be going home for a long time. One day we'll all go back to Islington, but not for a long time. Understand?'

It could not have been clearer. David had won his duel with Paul, but it gave him no pleasure. He would gladly have lost one little argument for some ray of hope from Miss Roberts. There was none. The carriage fell silent and remained that way until the train pulled into Exeter Station. It was dark already and they were hungry.

Placards were put on, cases checked, then they were on the platform, and out into the cold. Tucky and David stuck together while Miss Roberts gathered the whole school around her for a roll call. Then she led the way through the ticket barrier and towards a waiting bus. There were people everywhere, but it was not like the bustle and noise at Paddington. Here they were standing and staring solemnly as the boys straggled through the ticket hall.

'Where you boys from, my dear?' The ticket collector put his hand on David's shoulder and turned him round.

'London,' said David.

'I know that, my dear,' he laughed easily. 'I know that right enough. But whereabouts in London.'

David felt foolish, and flushed. 'Islington,' said Tucky.

'Not heard of that, have you?' He asked around him and everyone shook their head. 'Off you go then, my dear, and keep smiling.' David did not know what he should be smiling about, and he could not help wondering how anyone could have reached the age of that ancient ticket collector without ever having heard of Islington.

'Talk funny, don't they?' said Tucky, as they rushed after the others.

Miss Roberts marshalled them into the dark green coach in the station yard, and David sat with Tucky on the long bench seat at the back and waited. They all waited, but nothing happened. Then someone realised the driver was missing, and a policeman went off in the dark to look for him. The boys sat numbed in their seats, every one of them exhausted, too exhausted even to be homesick. The driver came back eventually, and there were angry words in front of the bus – Miss Evers was giving him a piece of her mind.

The blackout was in force, and the headlights of



the bus were hooded so that only a thin slit of light struck the road ahead. The engine throbbed underneath them and the bus moved at last.

The journey through the dark lanes seemed unending. David sensed they must be out in the countryside because there were no houses. All he could see were high hedges and the occasional glimpse of a field as the headlights skimmed over it through a gateway. No one spoke in the bus. It was too noisy, but no one felt like it anyway. Tucky had

Tuesday: Vocabulary

Have a look at these interesting words from the text?
What do you think they mean?

Bustle

Marshalled

Flushed


Throbbled

Unending

skimmed

Blackout

Your task: Use these words in a sentence.



Tuesday 13th January

PHOTOMONTAGE



Photomontage

- **Photomontage** is the process and the result of cutting, gluing, rearranging and overlapping two or more photographs to make a new image.
- Over a 100 years ago, early photomontage artist Hannah Hoch made some of the first photomontages.
- She was an artist in the Dada movement. The dada movement is a modern Art movement with the purpose of making fun of the modern world.
- The art, poetry and performance produced by dada artists is often nonsensical (silly and doesn't make sense)

Hannah Hoch

Der Vater

1889-1979

Hannah took images from books, magazines and postcards, cutting out the main shapes so that she had a collection of smaller images.

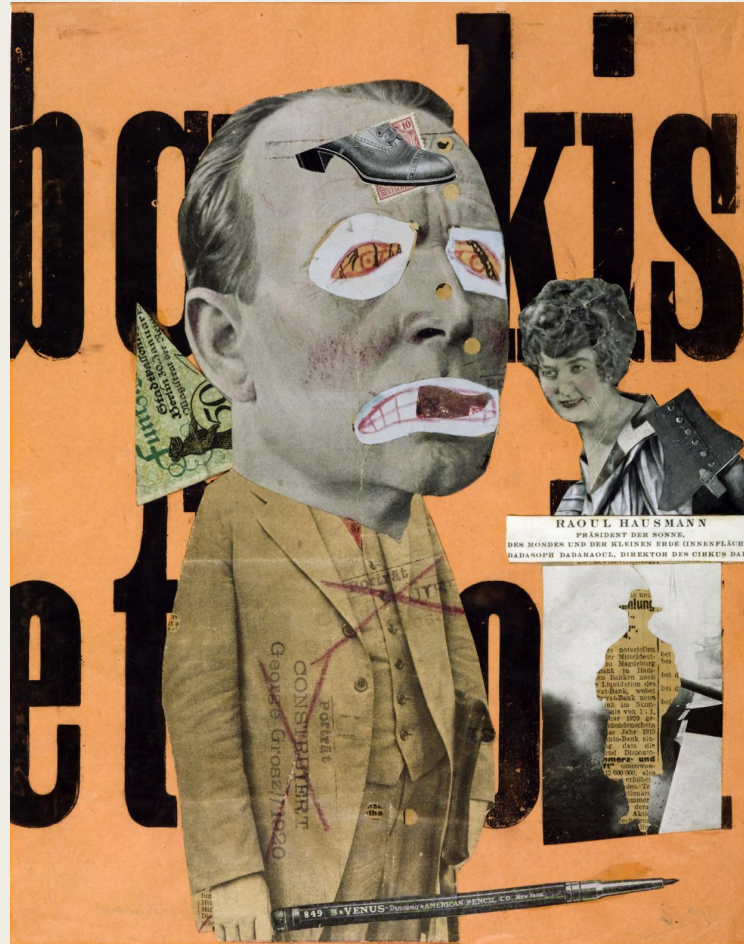
She then rearranged them onto a piece of paper, moving them around until she created an image she liked, before sticking them down.



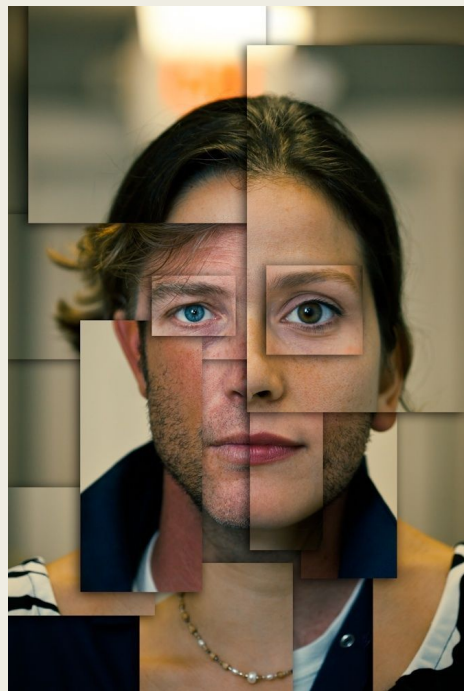
Hannah Hoch
Da Dandy
1919



Raoul Hausmann The Art Critic 1919–20



Showing emotions through photomontage



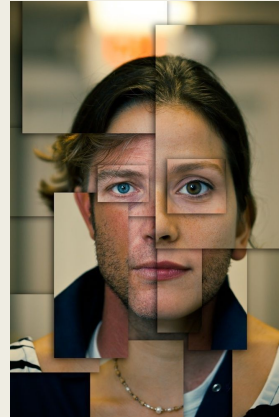


Your task!

Using some old pictures, newspapers, magazines, catalogues or anything else you can find lying around, cut out small pieces.

Then, using these smaller pieces, create a face of someone who looks **calm**.

Finally, using some more smaller pieces, create a face of someone who looks **angry**.



Wednesday 13th

Basic Skills

B.1.21
XIII. I. XXI

Maths Task

$$1) \frac{5}{8} + \frac{1}{8} = \frac{\quad}{8}$$

$$2) \frac{4}{10} + \frac{4}{10} = \frac{\quad}{10}$$

$$3) \frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$$

$$4) \frac{4}{3} + \frac{3}{3} = \frac{\quad}{3}$$

$$5) \frac{5}{9} + \frac{3}{9} = \text{---}$$

$$6) \frac{3}{4} + \frac{2}{4} = \text{---}$$

$$7) \frac{4}{12} + \frac{7}{12} = \text{---}$$

$$8) \frac{4}{5} + \frac{3}{5} = \text{---}$$

$$9) \frac{3}{6} + \frac{7}{6} = \text{---}$$

$$10) \frac{4}{9} + \frac{8}{9} = \text{---}$$

Dojo Challenge

$$2^2 =$$

$$3^2 =$$

$$4^2 =$$

$$5^2 =$$

Literacy Task

Place these spelling words in sentences.

Special

Social

Glacial

Official

Initial

Beneficial

Artificial

Commercial

Financial

Torrential

13.11.21

XIII. XI. XXI

Alternative Paragraph

SPaG Starter: Using Adverbs

Adverbs are words that **ADD** to the **VERB**. They tell us **how** the verb happened, **why** the verb happened, **where** the verb happened or **when** the verb happened.

You can use adverbs at the start of a sentence (fronted adverbial) but they can be used anywhere. Use these adverbs in a creative sentence.

Courageously

Furiously

Wickedly

Sometimes

Constantly

Soon

Let's re-read our Guided Reading extract from yesterday.

and a new school and it won't be easy for you. But it will be a lot easier if you can understand that you won't be going home for a long time. One day we'll all go back to Islington, but not for a long time. Understand?

It could not have been clearer. David had won his duel with Paul, but it gave him no pleasure. He would gladly have lost one little argument for some ray of hope from Miss Roberts. There was none. The carriage fell silent and remained that way until the train pulled into Exeter Station. It was dark already and they were hungry.

Placards were put on, cases checked, then they were on the platform, and out into the cold. Tucky and David stuck together while Miss Roberts gathered the whole school around her for a roll call. Then she led the way through the ticket barrier and towards a waiting bus. There were people everywhere, but it was not like the bustle and noise at Paddington. Here they were standing and staring solemnly as the boys straggled through the ticket hall.

'Where you boys from, my dear?' The ticket collector put his hand on David's shoulder and turned him round.

'London,' said David.

'I know that, my dear,' he laughed easily. 'I know that right enough. But whereabouts in London.'

David felt foolish, and flushed. 'Islington,' said Tucky.

'Not heard of that, have you?' He asked around him and everyone shook their head. 'Off you go then, my dear, and keep smiling.' David did not know what he should be smiling about, and he could not help wondering how anyone could have reached the age of that ancient ticket collector without ever having heard of Islington.

'Talk funny, don't they?' said Tucky, as they rushed after the others.

Miss Roberts marshalled them into the dark green coach in the station yard, and David sat with Tucky on the long bench seat at the back and waited. They all waited, but nothing happened. Then someone realised the driver was missing, and a policeman went off in the dark to look for him. The boys sat numbed in their seats, every one of them exhausted, too exhausted even to be homesick. The driver came back eventually, and there were angry words in front of the bus - Miss Evers was giving him a piece of her mind.

The blackout was in force, and the headlights of



the bus were hooded so that only a thin slit of light struck the road ahead. The engine throbbed underneath them and the bus moved at last.

The journey through the dark lanes seemed unending. David sensed they must be out in the countryside because there were no houses. All he could see were high hedges and the occasional glimpse of a field as the headlights skimmed over it through a gateway. No one spoke in the bus. It was too noisy, but no one felt like it anyway. Tucky had

What have we learnt in this extract?

Where have they been?

Where are they now?

What can they see?

How are they feeling?

Are they hopeful?

Are they nervous?

Imagine they have arrived at their destination. The sun has just started to rise. They can see everything around them.



Where could they be?



Task: Write a descriptive paragraph of where the children are when they step foot off the bus.

As the children stepped off the ancient bus that felt 100 years old, they all gasped with amazement. They found themselves beside an enormous cliff looking over the sea. Everywhere they looked, they could see waves as big as houses. They could feel a freezing, biting wind that felt like an icy grip around their neck. When they looked above them, they saw thick balls of snow dropping from the sky like missiles. With their jaws on the floor, they looked at the jagged cliffs surrounding them. Worried, anxious and terrified, they all wondered why they had been brought to this strange world. All around them, they couldn't hear anything but total silence. Suddenly, they all thought of their normal lives in London - full of smoke, noise and hustle and bustle. Sadly, they realised that they would not be returning for a very long time.

.As the children stepped off the ancient bus that felt 100 years old,

. They found themselves..

. Everywhere they looked, ...

. They could feel..

. When they looked above, ...

. With their jaws on the floor, ...

. worried, anxious and terrified, ...

. All around them, ...

. Suddenly,...

. Sadly, ...

Your Task...

Use these sentence stems to write a descriptive paragraph, full of detail and description.

Use similes, relative clauses and expanded noun phrases.

Adding Fractions

Lesson 9

13.1.21
XIII.I.XXI

In Focus



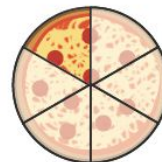
Elliott's mother ordered 2 pizzas of the same size.

Elliott ate $\frac{1}{3}$ of one and $\frac{1}{6}$ of the other.

How much pizza did Elliott eat in all?



$\frac{1}{3}$



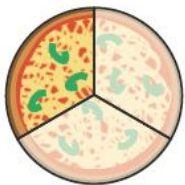
$\frac{1}{6}$

We need to make
the denominators equal
before adding.



Let's Learn

1



$$\frac{1}{3}$$



$$\frac{1}{6}$$

We need to make
the denominators equal
before adding.



$$\frac{1}{3} = \frac{2}{6}$$



$$\frac{1}{6}$$

$$\begin{aligned}\frac{1}{3} + \frac{1}{6} &= \frac{2}{6} + \frac{1}{6} \\ &= \frac{3}{6} \\ &= \frac{1}{2}\end{aligned}$$

$$\frac{3}{6} = \frac{1}{2}$$



Elliott ate half a pizza in all.

Guided Practice

1 Add.

(a) $\frac{1}{6} + \frac{1}{6} =$

(b) $\frac{1}{5} + \frac{3}{10} =$

(c) $\frac{2}{3} + \frac{1}{12} =$

Both are sixths.



*These have different denominators:
Change one of them so that they
are the same*

2 (a) Find the sum of $\frac{1}{4}$ and $\frac{5}{12}$.

(b) Find the sum of $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{5}{12}$.

Name: _____ Class: _____ Date: _____

Worksheet 9

Adding Fractions

1 Add

$$(a) \quad \frac{1}{10} + \frac{2}{10} = \boxed{}$$

$$(b) \quad \frac{3}{7} + \frac{2}{7} = \boxed{}$$

$$(c) \quad \frac{1}{9} + \frac{2}{9} = \boxed{}$$

$$(d) \quad \frac{1}{8} + \frac{1}{8} = \boxed{}$$

2 Add

$$(a) \quad \frac{1}{2} + \frac{1}{10}$$
$$= \boxed{} + \boxed{}$$
$$= \boxed{}$$

$$(b) \quad \frac{1}{6} + \frac{5}{12}$$
$$= \boxed{} + \boxed{}$$
$$= \boxed{}$$

$$(c) \quad \frac{1}{2} + \frac{1}{6}$$
$$= \boxed{} + \boxed{}$$
$$= \boxed{}$$

$$(d) \quad \frac{6}{15} + \frac{2}{5}$$
$$= \boxed{} + \boxed{}$$
$$= \boxed{}$$

3 Add

$$(a) \quad \frac{2}{9} + \frac{1}{3} + \frac{1}{9}$$
$$= \boxed{} + \boxed{} + \boxed{}$$
$$= \boxed{}$$

$$(b) \quad \frac{1}{8} + \frac{1}{6} + \frac{1}{3}$$
$$= \boxed{} + \boxed{} + \boxed{}$$
$$= \boxed{}$$

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 13th January

Friend or Foe

Michael Morpurgo

Chapter 2 - Pages 22,23,24,25



gone to sleep on David's shoulder, but kept waking up every few minutes to ask if they were there. Halfway down the coach David could make out the shape of Miss Roberts' hat as it was lit up from time to time by the glow of her cigarette.

'This is it,' the driver's voice shouted, and the coach slowed down. Tucky woke up with a start. 'Round this bend and you're here.'

'Placards and cases,' said Miss Roberts. 'Don't leave anything behind.'

'And don't forget your cases, children,' Miss Hardy echoed. 'Make sure it's your own case and no one else's. Check them now, children.'

The bus had stopped, but David could see nothing out of the windows. He rubbed an island clear of steam and peered through. They were in a small square surrounded by low buildings. A door was thrown open in the darkness and a shaft of yellow light flooded out towards the coach.

'Everyone out.' Miss Roberts walked sideways down the centre of the coach. 'And mind your manners now.'

The lights of the village hall were blinding at first and David blinked and squinted his way down the hall. There were faces all around him, peering red

faces and eyes that followed him. He looked away and followed on up some wooden steps and on to a platform. There were two long benches and David found himself in the back row and Tucky slid in next to him. It was warm in the hall and from somewhere came the smell of tomato soup, red tomato soup.

It was thick and not too hot, and they were each given a great hunk of brown bread which they dunked into the white enamel cups. David ate his slowly, savouring the warmth. Every new mouthful sent comforting shivers down his body. He had hoped for some of Tucky's but clearly Tucky was feeling well enough now to finish his. Then there were cheese rolls, and they washed it all down with the sweetest cocoa David had ever tasted. The cocoa was too much for Tucky and he emptied his into David's mug, and David crouched over it warming his hands.

Down in the hall everyone had stopped talking and Miss Roberts was speaking. 'The boys have all had a very long day, and I think we should get them off to bed as quickly as we can. But I know they'd all like me to thank you kind people for our welcoming meal. It's a long time since we've eaten like that. Now most of you are having one boy to stay and some two or three. Do choose quickly. They're a good bunch of

boys, and I know you'll look after them as well as you can. You'll find their names and ages on their placards, so as soon as you've chosen the one you're having, please register with Miss Evers at the table by the door. That way we'll know where everyone has gone to. It wouldn't do to lose anyone now, would it? Take the first row first and then the back row will move forward.'

The crowd of faces in the hall moved in closer, looking up at them. The children sat sipping their cocoa and gazed back down at them. There was a lot of whispering and it was a long time before anyone moved. Then one of the ladies stepped forward and peered closely for a moment at Paul's placard. She smiled up at him over her glasses.

'Come on then, Paul,' she said, tapping him on the knee. 'Let's get the ball rolling. You come along with me.'

'Yes, miss,' said Paul and looked to Miss Roberts for reassurance. Miss Roberts nodded.

'Off you go then, Paul. And be good now.' Miss Roberts spoke kindly, and Paul got up and walked down the steps into the hall. The lady took his case and the two of them walked away towards Miss Evers' table at the back of the hall.

'Doesn't know what she's in for,' David smiled for the first time that day. He sipped his cocoa and looked around the hall, trying to pick out a face he liked, but there were too many people and they were too remote to be real.

It was a smooth enough business after that. One by one the chairs on the platform emptied and soon the whole front row was gone. Miss Roberts beckoned the back row into their places.

Sam went. Billy Preston and Graham Watts went together, and gradually the hall was emptying. There was a small knot by the registration table, and Miss Roberts was with them. There was something wrong, David could tell that. Everyone kept glancing back up at the platform where David and Tucky sat side by side at the end of the front row. There was no one left.

'I'm sorry, Miss Roberts,' one of the ladies was saying. 'I'm sorry, but there's been an upset.'

'They have to sleep somewhere, don't they?' Miss Roberts sounded crisp. They were speaking in that urgent half-whisper that adults use when they don't want to alarm listening children.


'Tis Mr Reynolds out to Hamleigh Farm. He's not come in to collect. They were all told. Half past eight

Wednesday: Inference Questions


INFERENCE

Use the CLUES in the text to discover what is NOT directly stated

Text:
Ana collected shells. Then she went for a swim in the cool, salty water.



Inference
Ana is at the ocean.



1. **What time of day is it? How do you know this?**
2. What was David hoping that Tucky wouldn't do?
3. **'A lady stepped forward and 'peered' at Paul's placard over he glasses - what can you tell about this lady from the author's word choice?**
4. Why couldn't Paul pick out a face he liked?
5. **What do you think has gone wrong at the end of this extract? Why do you think David is worried?**
6. Who do you think Mr Reynolds is? What can we tell about his character?

JESUS BEGINS HIS MISSION

(based on Luke 4:14-22)

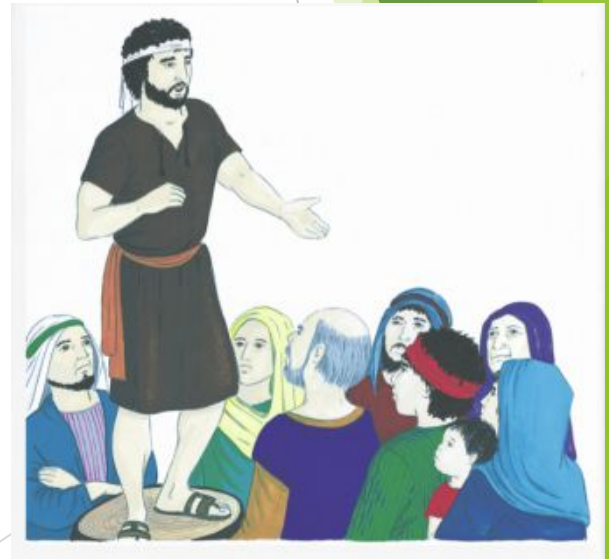
Jesus, filled with the Holy Spirit, returned to Galilee. News about him spread all through that place. He taught in the **synagogues** and everyone praised him.

He came to Nazareth where he had been brought up and went into the synagogue as he usually did. He stood up to read. He was given the scroll of the prophet Isaiah. He unrolled the scroll and found the place and read:

“The Spirit of the Lord is upon me for he has chosen and anointed me to bring good news to the poor, to heal the broken hearted. He has sent me to set free all those who are imprisoned or oppressed in any way.”

He rolled up the **scroll**, gave it back to the synagogue attendant and sat down. All the people in the synagogue were looking at him as he said to them, “This passage of Scripture came true today while you heard it being read.”


Everyone was impressed by him and marvelled at the wonderful and powerful words that he spoke.



Making links to Jesus and his mission

ML RS

1. What was Jesus inspired to do?
2. What does this quote from Isaiah tell you about Jesus?
3. What was his mission?
4. What did he mean by saying, “This passage of scripture has come true today”?
5. How did those listening to him, react to what he said?
6. How did the women help Jesus in his mission?
7. How does Jesus’ mission affect what people believe and how they live today?



14th January 2021

History of 'selfies'



Selfies are not new.

Artists just had to paint them in the past rather than use cameras or phones



Vincent van Gogh
Self-Portrait as a Painter, 1887-1888
Van Gogh Museum



Barkley L. Hendricks
Lawdy Mama, 1969
Brooklyn Museum



Frida Kahlo
Autorretrato con traje de terciopelo, 1926



Pablo Picasso

Self-Portrait, Late 1901

Tate Modern



Rembrandt van Rijn

Self Portrait, 1659, 1659

National Gallery of Art, Washington D.C.



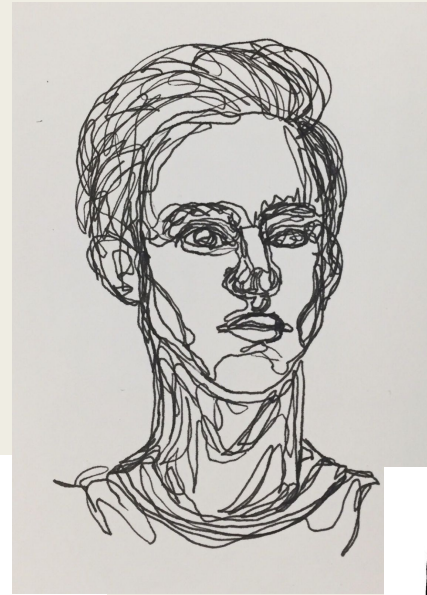
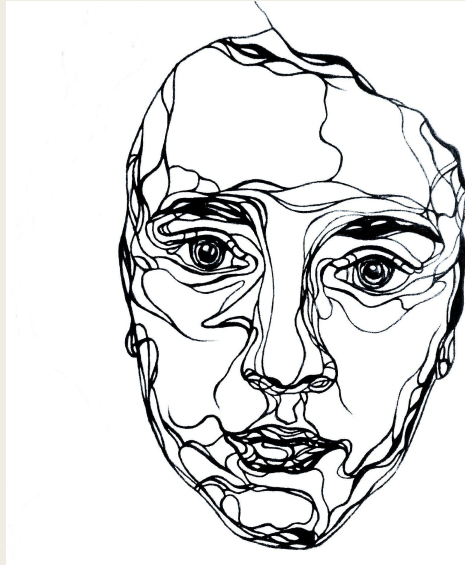
Search Youtube for:

Showcase: from selfie to self expression

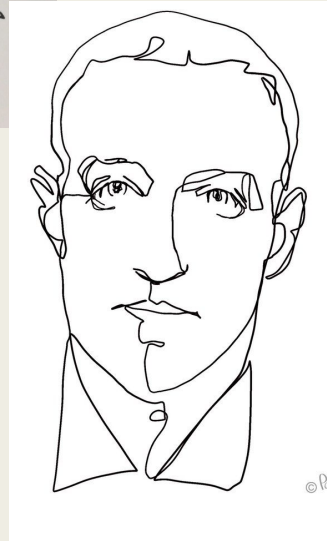
<https://www.youtube.com/watch?v=wWWkPPL6w9I&feature=youtu.be>

Your task:

We are going to draw 'selfies' but with a big difference. **We cannot take our pencil off the page when we have started!**



What emotions can you show?



Thursday 14th

Basic Skills

Maths Task

Literacy Task

Adding Fractions With Unlike Denominators

$\frac{1}{4} + \frac{2}{3} =$	$\frac{3}{4} + \frac{2}{3} =$
$\frac{5}{8} + \frac{3}{4} =$	$\frac{5}{6} + \frac{2}{3} =$
$\frac{4}{8} + \frac{2}{4} =$	$\frac{1}{7} + \frac{1}{2} =$

HERE	HEAR	THERE	THEIR
------	------	-------	-------

- Will you stay till I come back?
- Sam did not her mother calling her.
- We couldMark snoring in the next room.
- is the ball Luke is looking for.
- Would you like to live?
- Deaf people cannot
- The children gave dog a bath.
- Coxy waited for nearly an hour.
- are a hundred pence in a pound.
- I s..... room for Victoria to sit down?

Dojo Challenge

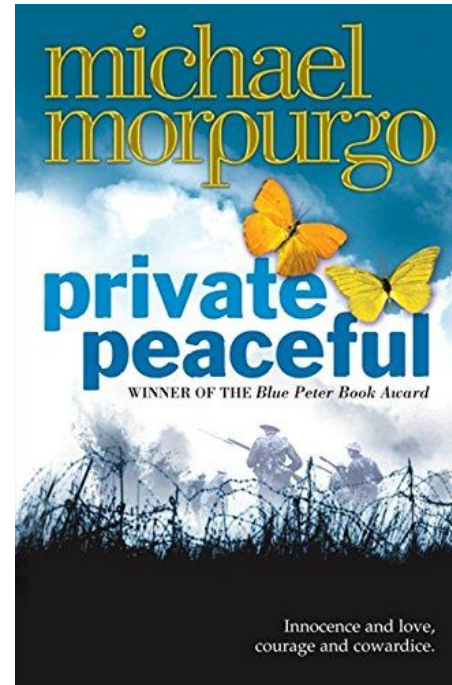
Create 3 pieces of speech that the captain of a sinking ship might say...

"Get the lifeboats!" roared Captain Bill as waves rocked the boat.

14.1.21

XIV. I. XXI

Comparing Michael Morpurgo Novels



SPaG Starter: Pronouns

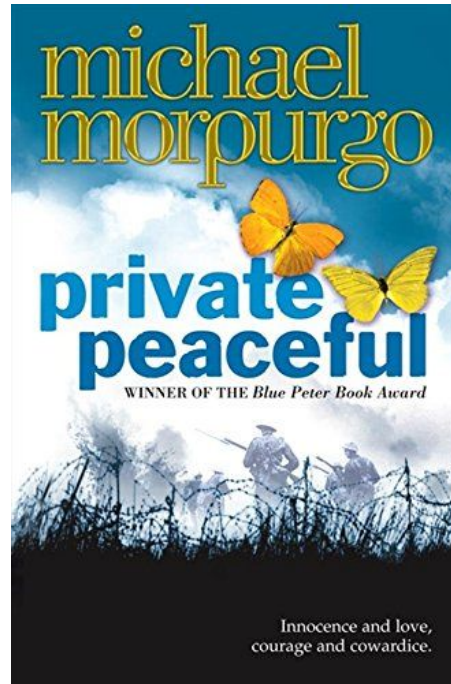
Pronouns

I, you, she, he, it, we, they, me, you, her, him, it, us, them

Re-write these sentences replacing the repeated noun with a pronoun.

1. Sam was doing extra French and Sam was not pleased.
2. The lesson was on Saturday and the lesson was at 2 o'clock.
3. Football was at 2 o'clock and football was more fun.
4. Miss Honey taught French and Miss Honey was very fussy.
5. Sam's friends all played football and Sam's friends were in a special match.
6. Sam received a letter, begging Sam to be in the team.

Friend or Foe and Private Peaceful are both novels by Michael Morpurgo. Friend or Foe was published in 1977 and Private Peaceful was published in 2003. We will read an extract from Private Peaceful and see if we can spot any similarities.



Look at the front covers of the book and think about these questions...

- 1) What do you think they will have in common?
- 2) What might be different?
- 3) How can you tell this?

Extract from Private Peaceful - By Michael Morpurgo

We were lulled by the blue skies perhaps, or by sheer boredom. Fritz seemed to have gone to sleep on us and as far as we were concerned that suited us fine. We thought we could go to sleep too.

The awakening came suddenly. "Gas! Gas!"

The cry goes up and is echoed all along the trench. For a moment we are frozen with panic. We have trained for this time and again, but nonetheless we fumble clumsily, feverishly with our gas masks.

"Fix bayonets!" Hanley's yelling while we're still trying frantically to pull on our gas masks. We grab our rifles and fix bayonets. We're on the firestep looking out into no-man's-land, and we see it rolling towards us, this dreaded killer cloud we have heard so much about but have never seen for ourselves until now. Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me. Then finding me out, the gas turns and drifts straight for me. I'm shouting inside my gas mask. "Christ! Christ!" Still the gas comes on, through our wire, swallowing everything in its path.

Extract from Private Peaceful - By Michael Morpurgo

I hear again in my head the instructor's voice, see him shouting at me through his mask when we went out on our last exercise. "You're panicking in there, Peaceful. A gas mask is like God, son. It'll work bloody miracles for you, but you've got to believe in it." But I don't believe in it! I don't believe in miracles.

The gas is only feet away now. In a moment it will be on me, around me, in me. I crouch down, hiding my face between my knees, hands over my helmet, praying it will float over my head, over the top of the trench, seek out someone else. But it does not. It's all around me. I tell myself I will not breathe, I must not breathe. Through a yellow mist I see the trench filling up with it. It drifts into the dugouts, snaking into every nook and cranny, looking for me. I see men running, staggering, falling. I see Pete shouting out for me. Then he's grabbing me and we run. Half-blinded by my mask I trip and fall, crashing my head against the trench wall, knocking myself half-senseless. My gas mask has come off. I pull it down, but I have breathed in and know already it's too late. My eyes are stinging. My lungs are burning. I am coughing, retching, choking. I don't care where I'm running so long as it is away from the gas. At last I'm in the reserve trench and it is clear of gas. I'm out of it. I wrench off my mask, gasping for good air. Then I am on my hands and knees, vomiting violently. When at last the worst is over I look up through blurred and weeping eyes. A Hun in a gas mask is standing over me, his rifle aimed at my head.

- 1) Where does this extract take place?
- 2) Who do you think Hanley is? Why?
- 3) How does the main character 'knock himself half-senseless' ?
- 4) What is the adverb in paragraph 3 that tells you HOW he vomited?
- 5) What is the purpose of the exclamation marks in much of the speech?
- 6) What is personification? How does Morpurgo use it in his description of the gas in the third paragraph?
- 7) Morpurgo often uses short sentences in his descriptions. Find an example in the final paragraph. What is the effect of these short sentences?
- 8) Find the power of three in the final paragraph, which tells you how Tommo's body is reacting to the gas.
- 9) What does this extract have in common with 'Friend or Foe'?
- 10) What is different about this extract than 'Friend or Foe'?

Adding fractions

14.1.21
XIV.1.XXI

$$\frac{1}{3} + \frac{1}{5} =$$

Why can't I add these?

What's different today? Why is this tricker?

$$\frac{1}{3} + \frac{1}{5} =$$

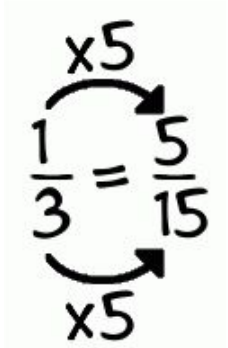
*Lets change BOTH of the denominators
so that they are the same!*

What do 3 and 5 both go into?



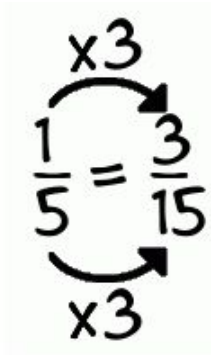
$$\frac{1}{3} + \frac{1}{5} =$$

Change them both into 15ths



A diagram showing the conversion of the fraction $\frac{1}{3}$ to $\frac{5}{15}$. Two curved arrows indicate the multiplication process: one arrow starts at the numerator '1' and points to '5' with 'x5' written above it; the other arrow starts at the denominator '3' and points to '15' with 'x5' written below it. The equation $\frac{1}{3} = \frac{5}{15}$ is shown in the center.

$$\frac{1}{3} = \frac{5}{15}$$



A diagram showing the conversion of the fraction $\frac{1}{5}$ to $\frac{3}{15}$. Two curved arrows indicate the multiplication process: one arrow starts at the numerator '1' and points to '3' with 'x3' written above it; the other arrow starts at the denominator '5' and points to '15' with 'x3' written below it. The equation $\frac{1}{5} = \frac{3}{15}$ is shown in the center.

$$\frac{1}{5} = \frac{3}{15}$$

So...

$$\frac{3}{15} + \frac{5}{15} = \frac{8}{15}$$

Adding fractions

1. $\frac{2}{4} + \frac{1}{4} =$

3. $\frac{1}{3} + \frac{1}{2} =$

5. $\frac{1}{6} + \frac{1}{2} =$

7. $\frac{1}{2} + \frac{1}{3} =$

9. $\frac{1}{2} + \frac{1}{6} =$

11. $\frac{1}{3} + \frac{3}{6} =$

13. $\frac{1}{2} + \frac{1}{4} =$

15. $\frac{2}{3} + \frac{1}{4} =$

2. $\frac{2}{6} + \frac{1}{2} =$

4. $\frac{1}{3} + \frac{1}{5} =$

6. $\frac{2}{4} + \frac{1}{3} =$

8. $\frac{2}{6} + \frac{1}{5} =$

10. $\frac{4}{6} + \frac{1}{6} =$

12. $\frac{2}{3} + \frac{1}{5} =$

14. $\frac{1}{2} + \frac{2}{6} =$

16. $\frac{1}{5} + \frac{1}{6} =$

14.1.21

XIV.1.XXI

From the author of WAR HORSE

MICHAEL MORPURGO



Guided Reading - 14th January

Friend or Foe

Michael Morpurgo

Chapter 2 - Pages 26,27,28,29



he was told, like the rest. 'Tis past eleven now. Can't think where he's to.'

'But even with Mr Reynolds, that still leaves one boy unaccounted for,' Miss Roberts insisted.

'That'll be all right, you'll see, my dear. We'll find him somewhere. Poor little scrap.'

Tucky leaned closer to David. 'Davey. If they can't find anyone to look after us, will they send us home, d'you think?'

'Doubt it.'

'But what will they do with us then?'

'Miss Roberts will see us right,' David said hopefully. 'Don't worry, she'll see to it.'

'Davey. Why do you think no one chose us?' Tucky droned on in his flat voice.

'They didn't choose me, 'cos you were sitting next to me, and they didn't choose you because I was sitting next to you. And besides, we're not the prettiest in the class, are we?' He tried to joke it away, but he was hurt inside just as Tucky was. Time and time again people had looked him over and passed him by. 'Anyway,' he went on, 'I didn't much like the look of them.'

'Nor me,' said Tucky. 'Nor me.'

The arguing at the other end of the hall had

dwindled to an inaudible whisper now as they all realised the two boys might overhear them. But the longer it went on, the more obvious it became that the situation was serious. No one else seemed to have room for an evacuee, and it looked very much as if Mr Reynolds might not be coming at all. Finally Miss Roberts suggested they should give the boys a bed in the hall for the night, and someone went off to look for mattresses and blankets. Miss Hardy looked as if she would burst into tears at any minute, and Miss Evers kept throwing up her hands in disgust. Meanwhile David and Tucky sat alone up on the platform, too tired and bewildered even to care what happened to them.

They had pulled away the chairs to make room for the newly arrived mattresses and bedding when the hall door banged open. A huge, bearded man in a great woolly coat and knee-high gaiters strode into the hall followed by a rangy-looking black and white sheepdog. Everyone gawped.

'I'm sorry to be late, but I've come for a boy.'

'You are Mr Reynolds I presume.' Miss Evers' voice was stiff with anger.

'I am, my dear, and who may you be?'

'Mr Reynolds, these children have been up for

over fifteen hours now.' Miss Roberts took Miss Evers' arm to stop her, but Miss Evers would go on. 'They have travelled nearly three hundred miles. You keep them waiting for another two hours or more and all you can say is you're sorry.'

Mr Reynolds looked down at Miss Evers. 'Lady, I've said I'm sorry. There's nothing more I can say if that won't satisfy you.' Then he looked up at the platform and walked towards the two boys who had stood up by this time. The dog followed and sat down by Mr Reynolds' feet, looking up at them.

'Sorry to keep you,' he said, looking from one to the other. He had bright blue eyes and the lines on his face disappeared into a beard that was flecked with white at the chin. There was wet mud down the front of his coat and David noticed a broad gold wedding ring on his hand as he ruffled the dog's neck. 'Twas the mare that did it. She foaled just half an hour ago, and I couldn't leave her. She had a bit of trouble, always does, this one. But we managed between us, and 'tis a good-looking foal, another colt though. Five foals she's had, and not a filly among them.'

'Filly?' said Tucky. 'What's that?'

'Horse, my dear,' and Mr Reynolds face creased



Thursday: Picture Inference

1. **What can you infer about Mr Reynolds?**
2. What can you infer from the children's body language? How are they feeling? How do you know?
3. **Who does Mr Reynolds remind you of from another story you have read?**
4. Can you compare them?
5. **'This man is imposing' - do you agree or disagree with this statement? Why?**
6. What would you expect to find in this man's pockets?
7. **Where do you imagine that Mr Reynolds lives?**
8. This dog is not on a lead - what does that tell you about Mr Reynolds?





What information can you deduce about this picture?



Who?

Why?



What?

When?



PYNX (Athens) -A place where people would meet to discuss law in 500-800BC.



Ancient Greek Democracy

The background features a stylized illustration of an ancient Greek temple with a pediment and columns on the right. In the foreground, there are several figures in traditional Greek attire, including a man in a white tunic and a woman in a red dress. The landscape is depicted with rolling hills and a clear sky.

Aim

- **Explain** how the political system worked in Ancient Greece.
- **Compare** this system with other political systems.
- **Create** a balanced argument.

What is democracy



- Democracy is a fair political system where **all adults** vote for an elected government.
- This government then make decisions on how to run the country.

What does it look like in the UK?

- Adults in the UK vote in elections to choose a political party, MPs and the Prime Minister. Each party has a set of values and ideas.
- **All** UK citizens over 18 can vote.



Where did democracy begin?

Democracy began in Ancient Greece.

It has helped shape our lives but was it fair?



Who were a part of the democracy?

Men

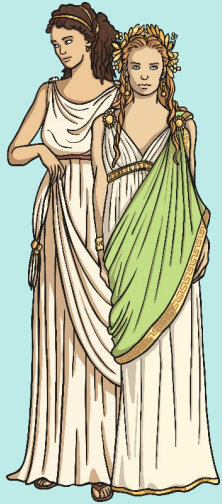
Athenian
Citizens

30 years
of age

Is this a fair system?



Who was left out of the democracy?



All women



Metic (not Athenian citizens)



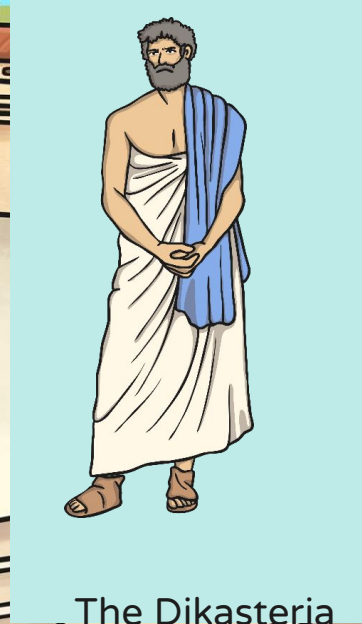
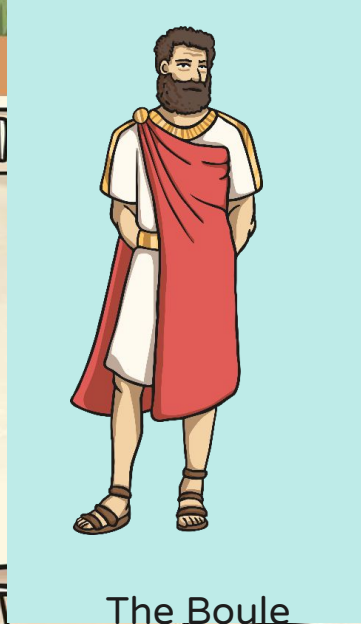
Slaves



Children

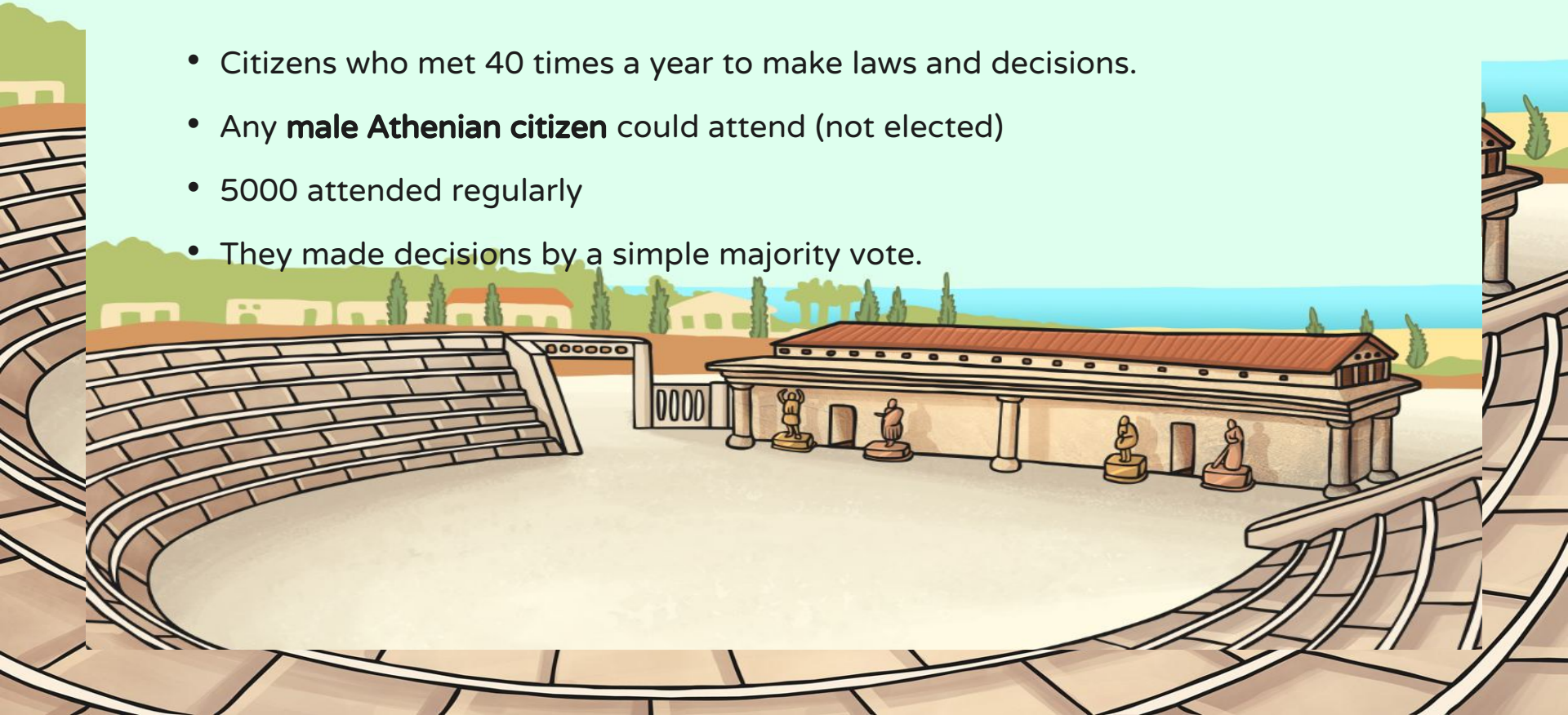
Democracy in Ancient Greece

There were three main systems of democracy in Ancient Greece:



The Ekklesia

- Citizens who met 40 times a year to make laws and decisions.
- Any **male Athenian citizen** could attend (not elected)
- 5000 attended regularly
- They made decisions by a simple majority vote.



The Boule

- Made of 500 **men** who served for one year.
- They met daily and made lots of decisions.
- They were chosen **randomly**.



The Dikasteria



- A group of 500 men who dealt with crimes.
- There were no rules or police so they decided who would be punished and how.
- They were **chosen daily** at random from a group of male citizens **over 30 years old**.

Voting in the UK

Should everyone in the UK today get the vote?

Who doesn't have the vote?

- Under 18's
- Prisoners
- People who are not British Citizens

Should any of these groups be given the vote?



BREAKING NEWS

BREAKING NEWS UK Government propose to scrap current Parliamentary systems in favour of 'Ancient Greek' democratic methods.

11:11 PM

11:11 PM

11:11 PM

11:11 PM

Your task..

Create a 'for' and 'against' T-chart for this breaking news. Can you see good sides? Do you think this would be negative? Why should/shouldn't the UK adopt the Ancient Greek democratic rule?

FOR	AGAINST

Friday 15th

Basic Skills

Maths Task

$$\begin{array}{r} 8673 \\ - 1448 \\ \hline \end{array}$$

$$\begin{array}{r} 9759 \\ - 9133 \\ \hline \end{array}$$

$$\begin{array}{r} 8062 \\ - 1538 \\ \hline \end{array}$$

$$\begin{array}{r} 7030 \\ + 8803 \\ \hline \end{array}$$

$$\begin{array}{r} 4598 \\ + 3634 \\ \hline \end{array}$$

$$\begin{array}{r} 6987 \\ - 5802 \\ \hline \end{array}$$

$$\begin{array}{r} 8028 \\ - 3275 \\ \hline \end{array}$$

$$\begin{array}{r} 6911 \\ + 6251 \\ \hline \end{array}$$

Dojo Challenge

If 5 people buy 5 packets of sweets that each have 5 individual sweets inside. How many sweets are there?

Literacy Task

Reluctantly, _____

Sleepily, _____

Softly, _____

Miserably, _____

Curiously, _____

Greedily, _____

Lovingly, _____

Rapidly, _____



15.11.21

XV. IX. XXI

Spelling

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

SPaG Starter: Expanded Noun Phrases

Write a sentence about each of these animals. They must include an expanded noun phrase.

Use the vocabulary box to help.

Example: I held a colossal snake with sharp fangs.

1)

2)

3)

4)



snake



shark



penguin



bear

fangs	sharp	vicious	huge	colossal	black	white
hissing	biting	roaring	blue	like daggers	spotty	
green	furry	lumbering	waddling	beak	teeth	
	jaws	claws	hairy	ears	brown	

Today, we will be looking at the **Y5/6 spelling list** and targeting some words. These are words we have to learn before we finish Year 6.

The best way to learn new spellings is to practise the words in sentences, so we will use our knowledge of relative clauses too to write some interesting sentences.

Your task - add a relative clause

1) David, _____, had lost many of his **neighbours** in the war.

2) David's father, _____, had been a **soldier** in the war.

3) The boys, _____, were taken to an **unfamiliar** place.

4) David's mum, _____, felt **embarrassed** when he started to cry.

5) The bus they had travelled on, _____, was **ancient**.

6) Tucky, _____, was **mischievous** and cheeky boy.

7) Mrs Evers, _____, was **forty** years old.

8) All of the boys, _____, were determined they would be back in London soon.

9) David, _____, **appreciated** Mrs Robert's kind smile.

10) The children in London, _____, would be **accommodated** in the country.

Adding Fractions

Lesson
10

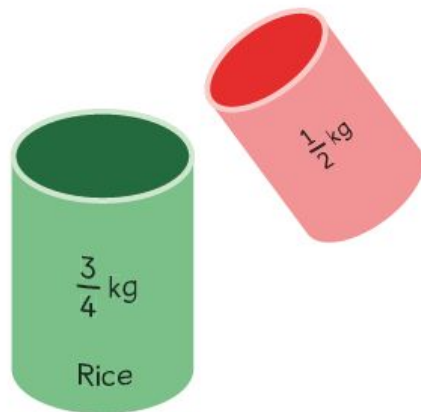
15.1.21
XV.I.XXI

In Focus

There was $\frac{3}{4}$ kg of rice in a container.

Find the weight of rice in the container

after another $\frac{1}{2}$ kg is added.



Let's Learn

1 $\frac{3}{4} + \frac{1}{2} =$



The fractions have different denominators. We must make the denominators the same.

2

Add.

$$(a) \frac{3}{4} + \frac{5}{8} = \frac{\square}{\square} + \frac{\square}{\square}$$
$$= \frac{\square}{\square}$$

$$(b) \frac{3}{4} + \frac{3}{8} = \frac{\square}{\square} + \frac{\square}{\square}$$
$$= \frac{\square}{\square}$$

$$(c) \frac{3}{5} + \frac{7}{10} = \frac{\square}{\square} + \frac{\square}{\square}$$
$$= \frac{\square}{\square}$$

$$(d) \frac{4}{5} + \frac{3}{10} = \frac{\square}{\square} + \frac{\square}{\square}$$
$$= \frac{\square}{\square}$$

Remember to change them so that they both have the same denominator!

Adding Fractions

1 Add and give your answer as a mixed number in its simplest form.

(a) $\frac{3}{5} + \frac{1}{2}$

= +

=

=

(c) $\frac{5}{6} + \frac{4}{9}$

= +

=

=

(b) $\frac{5}{7} + \frac{1}{2}$

= +

=

=

(d) $\frac{5}{6} + \frac{2}{3}$

= +

=

=

=

2 Find the sum.

(a) $\frac{5}{7} + \frac{9}{14}$

= $\frac{10}{14} + \frac{9}{14}$

(b) $\frac{9}{11} + \frac{13}{22}$

= + $\frac{13}{22}$

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 15th January

Friend or Foe

Michael Morpurgo

Chapter 2 - Pages 30,31



into a smile. 'Filly's a girl horse. Colt's a boy, like yourself.'

'Mr Reynolds,' one of the village ladies came up beside him. 'Mr Reynolds, which one will you have?'

'Which one?'

'You put yourself down for one, Mr Reynolds. You said you only had room for one.'

'You want me to choose between these two boys, is that it?'

No one replied. He looked from David to Tucky and back again to David. "'Tis just like market day,' he said, shaking his head.

'Mr Reynolds!' Miss Evers stamped her foot in fury.

'This one's the fatter,' Mr Reynolds went on, looking at Tucky, 'but then this one's taller.' He reached out and gripped David's arm. 'He's a bit skinny, you know, not much meat on him.'

'Mr Reynolds, this is a serious matter,' said Miss Evers.

'You're right, lady, no doubt about it. 'Tis a serious matter. I'm supposed to look at two young lads, face to face mind you, and then pick out one and not the other. Right enough, that's serious. 'Tis revolting that's what 'tis. And what happens to the one I don't

choose, eh? How d'you think he'll feel?'

'As a matter of fact,' said Miss Roberts quickly, 'we don't know what will happen to him.'

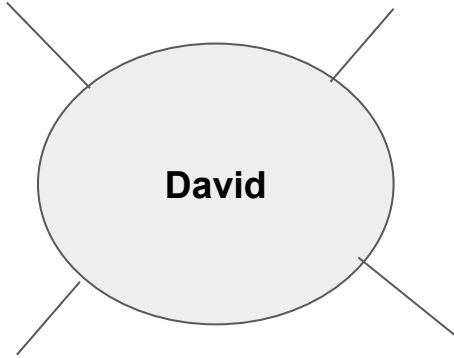
'You don't know!'

'Apparently there's been a mistake, a muddle over numbers, and one of these two boys has nowhere to go, not yet anyway. I don't suppose you'd consider taking them both on, would you? They're great friends at school, and we'd be very obliged.'

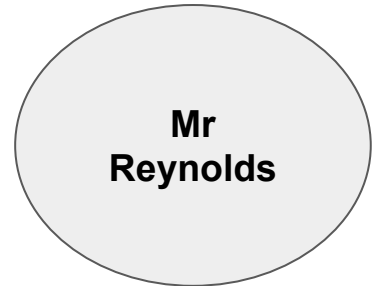
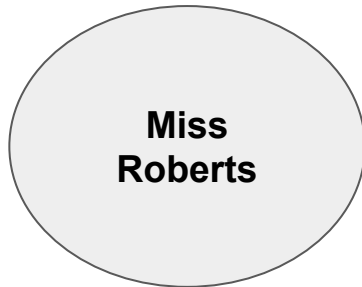
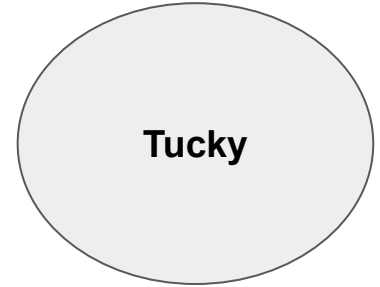
'Friends, are they?' Mr Reynolds considered the two boys carefully and read each of their placards slowly, stroking his dog all the time. 'I'll tell you one thing for certain, it'll be both of them or neither. There'll be no choosing. What about asking them? They might not like the look of me - have you thought of that?' No one said anything, so he asked them direct. 'Well? What d'you think? I'm a farmer, forty-two years old, married, no children. My name's Jerry Reynolds, I run ninety-six acres - barley, sheep, milking cows, a few beef cattle and since the war began a few acres of potatoes. 'Tis only a small cottage, and you'll have to share one bed and do your bit about the farm. Well? What d'you say?'

Tucky looked at David and David looked back at him. It was the first good moment of the day - each

Friday: Summarising



Create summarising
bubbles for each
character we have met.
Use adjectives to
describe them.

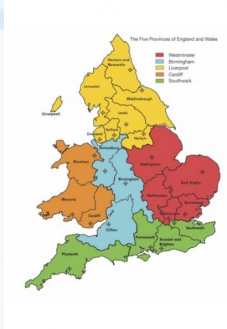


A stylized, colorful illustration of a landscape. The foreground features rolling green hills with dark brown soil patches. On the left, there is a green tree, a purple flower, and a cluster of orange flowers. A small red bird is flying in the sky above the tree. The background consists of light blue and white wavy bands representing the sky.

Diocese of Liverpool

Show understanding of a diocese

DES
GR
SU



Using the iPads/laptops, google the Liverpool Diocese.

Then...

Create an information page about the Liverpool diocese.

Describe what the diocese is and what it does.

Try to give reasons for why a diocese is important and why they exist.

Show understanding of how our parish community fits into the Liverpool diocese.