

Year 5

Remote Learning Pack

Week 4 (25th-29th January)



Even if you receive a paper pack, make sure you log onto Dojo where Mr Greaves and Mr Chalmers are posting daily, recorded lessons!

All work can be completed on paper and sent via Dojo.

MONDAY

Basic Skills

25.1.21
XXV.I.XXI

Maths Task

$$\frac{17}{5} + \frac{2}{5} =$$

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

$$\frac{23}{3} - \text{---} = \frac{5}{3}$$

$$\frac{11}{5} - \frac{2}{5} =$$

$$\frac{11}{10} + \frac{4}{10} =$$

$$\frac{9}{1} + \text{---} = \frac{11}{1}$$

$$\frac{7}{8} + \frac{6}{8} =$$

$$\frac{19}{7} - \frac{1}{7} =$$

$$\frac{12}{17} - \text{---} = \frac{6}{17}$$

Literacy Task

Add in the punctuation to these split speech examples

Your shoes, explained the shoe
repairer, will be ready this
Saturday.

Wait a minute, remarked
Mike, I know where it is!

I think, said Lucy, we'll go to
the cinema today.

Come over here please,
demanded the teacher, as I
want to see your work.

I think he can come, I said,
although I don't think Sam
can.

David, said his mum, that was
a great performance!

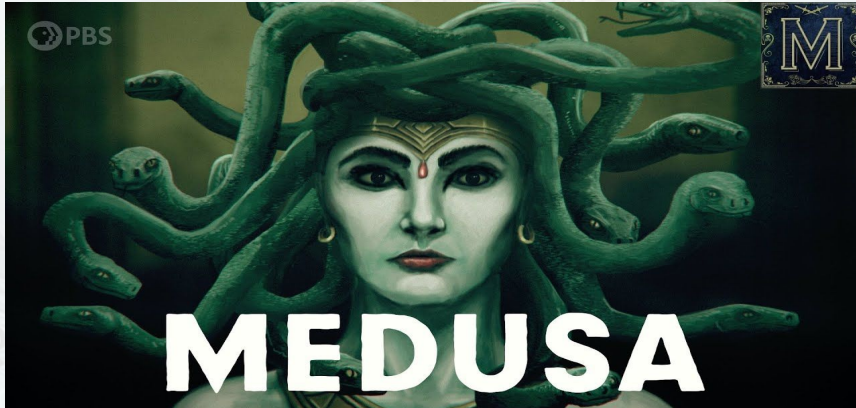
Dojo Challenge

Research 5 inventions from the Ancient Greek era. Then, add
in one lie! Let's see if the teachers can spot it!

25.1.21

XXV. I. XXI

Perseus and Medusa



SPaG Starter: - Verbs

A verb is a doing word. In these sentences, **highlight** the verbs.

Whilst she was staring out of the window, Lottie wasn't listening.

Under the waves, the seaweed dances like a ballerina.

His brand new shoes were hurting his feet.

Now, write three more sentences that have 2 verbs in each.

1)

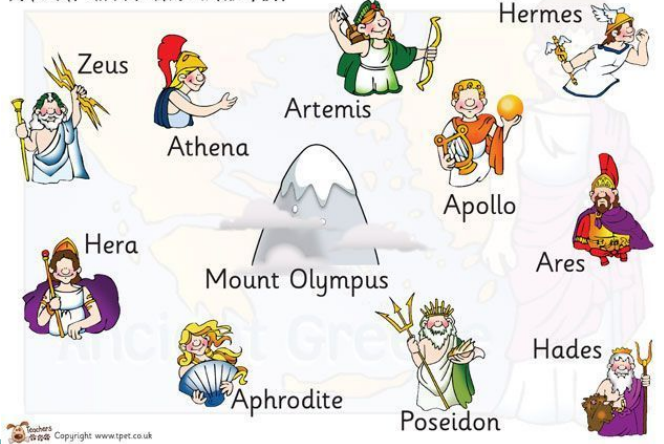
2)

For the next 3 weeks, our literacy topic will be 'Newspaper Reports'. Because we are learning about Ancient Greece in our History lessons, we have decided to link the two topics together.

We will be writing a newspaper report about an ancient greek mythical beast.

Our model text will be based upon the tale of 'Perseus and Medusa' - this is a very famous Greek myth.

ANCIENT GREEK GODS WORD MAT

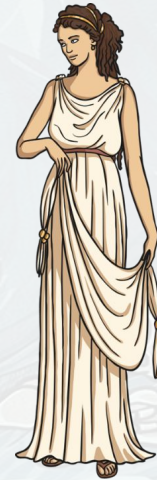


The **Ancient Greeks** believed that **everything in life was controlled by a god or goddess** - so, if the crops didn't grow very well one year, they thought it was because the goddess of the harvest (Demeter) wasn't happy. The gods and goddesses looked like humans, but they lived forever.

As a way to keep the gods and goddesses happy, the Greeks built a temple for each one. Priests were in charge of the temples and letting everyone know what the gods were trying to tell them. The Greeks would also hold festivals for the gods, and sporting events like the Olympics. **The Greeks told many stories about**

There was once a king of Argos. His name was Akrysius. He had a daughter, Danaë. She was growing up and the king was growing old. An Oracle told him that the son of his daughter would cause his death. To prevent this prophecy coming true, he locked his daughter away in a prison made of brass.

"Now we shall see that the oracle does not always tell the truth," he said.





So Danaë was kept shut up in the prison of brass. She had no one to talk to but her old nurse; she never saw the land or the sea but only the blue sky above the open window, and now and then a white cloud sailing across.



Day after day, she sat under the window and wondered why her father kept her in that lonely place, and whether he would ever come and take her out. Time passed by and Danaë grew fairer every day, and by and by she was no longer a child, but a tall and beautiful woman; the god Zeus amid the clouds looked down and saw her and loved her.

One day the god Zeus visited Danaë from the sky and he visited the imprisoned girl often - always as a tall and handsome youth. They were married and had a son, called Perseus. In spite of all that he had done, Danaë's father began to think the words of the Pythia might come true.

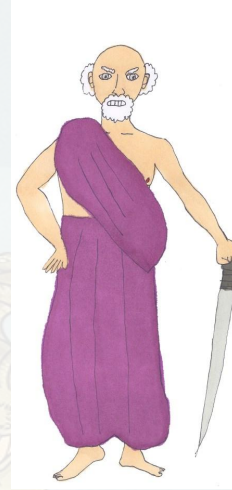


So, Danaë and her son Perseus were put to sea in a wooden chest. Akrisios, The King, thought that if they died together, the prophecy couldn't come true. But they didn't die. After several days at sea, they drifted ashore on a distant island and found by a kind man who sheltered and cared for them for many years.



The cruel king of the island, King Polydectes, wanted to marry the beautiful Danaë and when she refused, he plotted to send Perseus away in revenge.

Polydectes was an unpleasant man, with bad breath and a disgusting stench. He challenged Perseus to bring him the head of the Medusa. She was one of three monster sisters, with the bodies and faces of women, but with golden wings and terrible brass claws and snakes for hair. Anyone who looked at their faces was instantly turned to stone. Medusa was feared all across Greece and had turned hundreds of brave men to stone in the past.





Without weapons or any idea where to find Medusa, Perseus went to the shore to plan his quest. Two mysterious people told him where to set off on his journey and that he must get directions from the Grey Sisters challenging Medusa. He realised the people were the gods Athena and Hermes, although he didn't understand why they were helping him.

The Grey Sisters



These three creatures were so old that they had forgotten their own age, and nobody could count the years that they had lived. The long hair which covered their heads had been grey since they were born; and they had between them only a single eye and a single tooth which they passed back and forth from one to another.



Perseus heard them mumbling and crooning in their dreary home and he stood very still and listened. Tricking them, Perseus made the old women tell him where to travel to find the evil gorgon, Medusa.



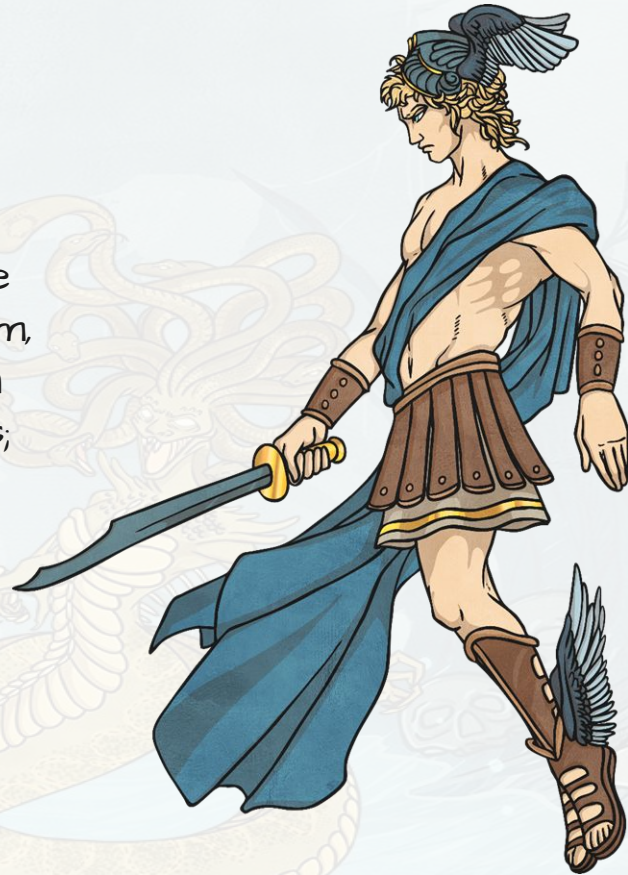
Once more, he put on the magic slippers and flew off to find Medusa and her gorgon sisters.



The Dreadful Medusa



With the sharp sword at his side and the bright shield upon his arm, Perseus flew bravely onward in search of the dreadful gorgons; but he had the cap of invisibility upon his head, making him as invisible as the wind.





Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters while they slept. Very stealthily, he went nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go. He drew his sharp sword and, dashing quickly, struck a blow, so sure, so swift that the head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.



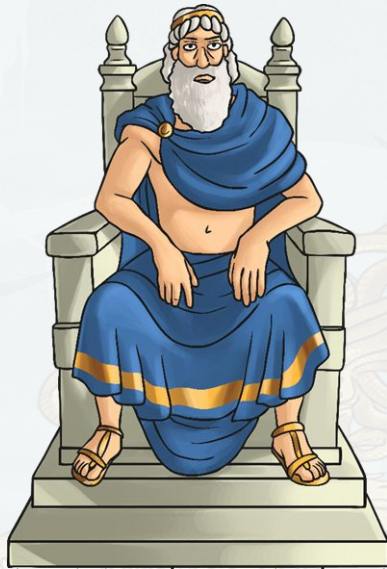
Quick as a flash, he thrust the terrible head into his magic pouch and leaped again into the air, and flew away with the speed of a lightning flash. Escaping under his invisibility cap and with the help of his magic slippers, Perseus left the anguished screams of Medusa's sisters behind him as he made his way to safety.

The Timely Rescue



But Perseus had not forgotten his mother; and so, one fine summer day, he and sailed in a beautiful ship to his own home. The ship came to land at the very spot where the wooden chest had been cast so many years before; Perseus walked through the fields towards the town.





Now, the wicked king of that land - Polydectes - had never ceased trying to persuade Danaë to become his wife; but she would not listen to him, and the more he pleaded and threatened, the more she disliked him. At last when he found that she could not be made to marry him, he declared that he would kill her; and on this very morning he had started out, sword in hand, to take her life.



So, as Perseus came into the town, they were greeted with the scene of his mother fleeing for safety and the king following after, intent on killing her. When Perseus saw the king rushing like a madman after his mother, he again took the head of Medusa from his magic pouch.

Photo courtesy of (@nickr.com) - granted under Creative Commons license attribution



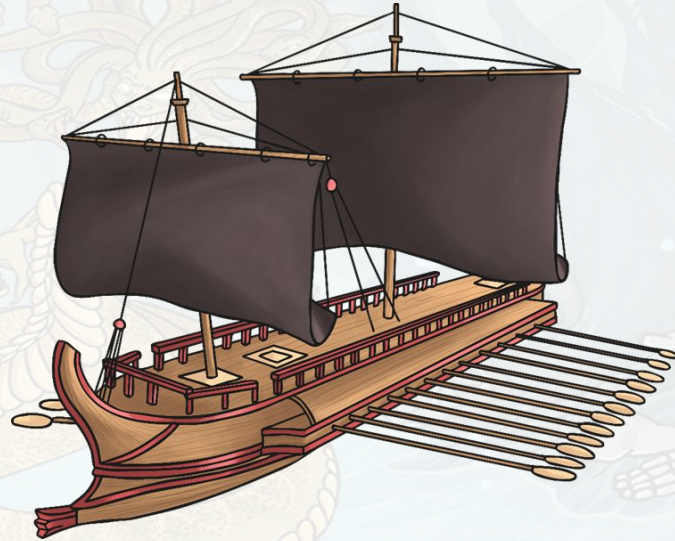
"I promised to bring you a present, and here it is!" he cried.

The king saw it, and was turned into stone, just as he stood, with his sword uplifted and a terrible look of anger and passion in his face.

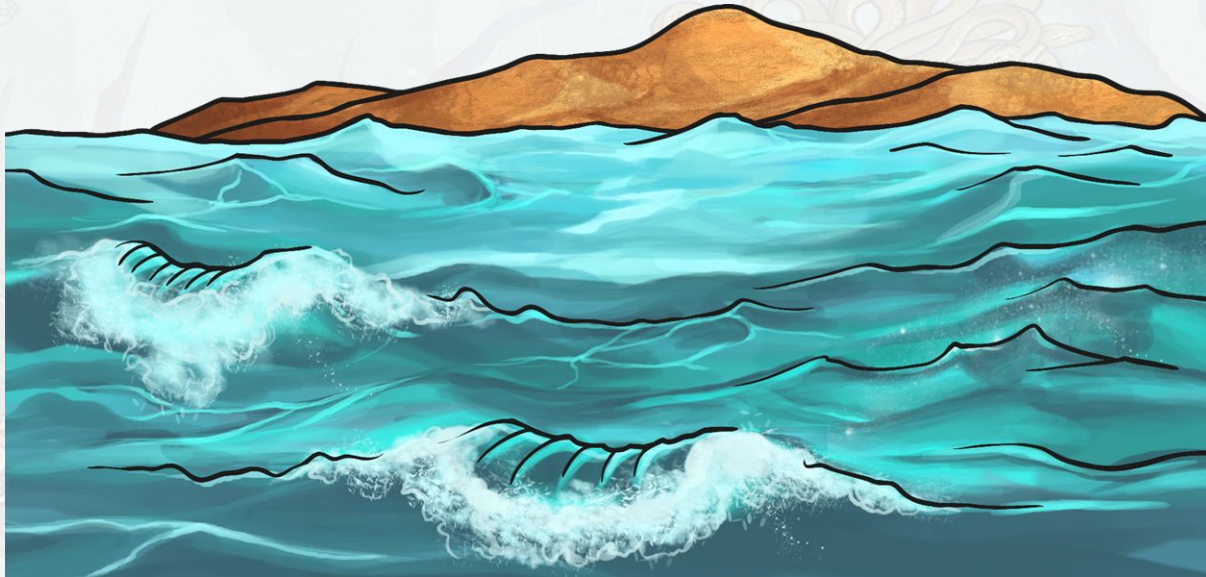
His mother safe, Perseus decided that they should all return home to Argos, so the two of them set sail the following day.

When Danaë's old father, the king of Argos, heard that a strange ship was coming over the sea with his daughter and her son on board, he was in great distress; he remembered what the oracle had foretold about his death. So, without waiting to see the vessel, he left his palace in great haste and fled.

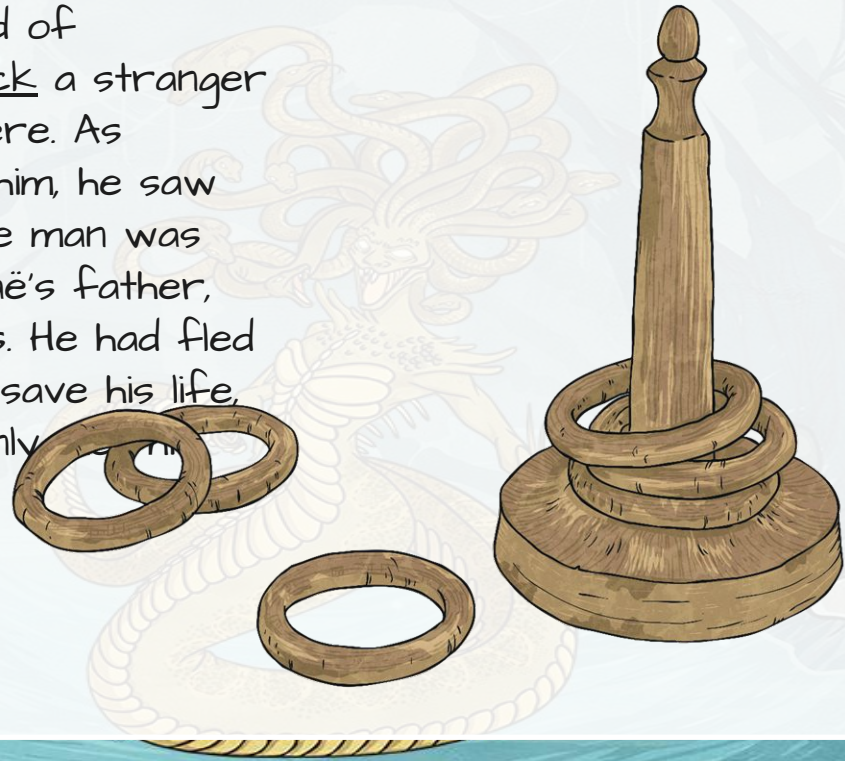
"My daughter's son cannot kill me if I keep out of his way," he said.



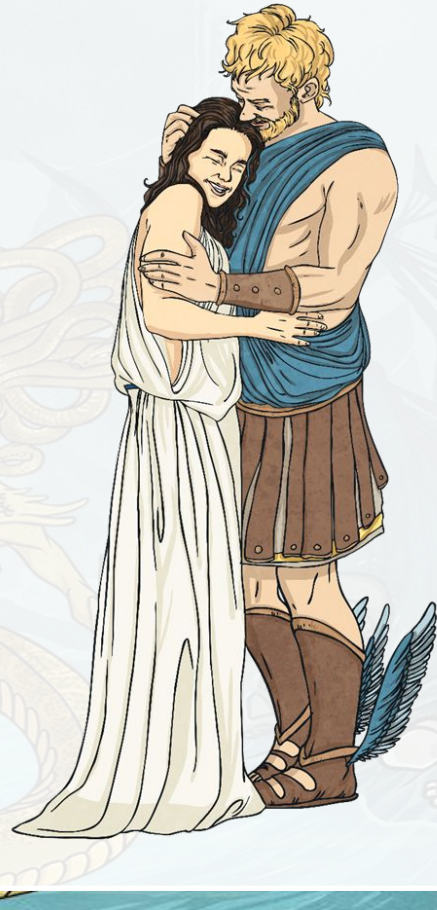
But Perseus had no wish to harm him and was distraught when he heard what the old man had done. With his grandfather gone, the people of the kingdom wanted Perseus to rule over them, which he did willingly in memory of the man he had never known.



A while later, Perseus was taking part in challenges and games with neighbouring kingdoms. He threw a heavy quoit a great deal further than any had been thrown before. It landed in the crowd of spectators and struck a stranger who was standing there. As Perseus ran to help him, he saw that he was dead. The man was none other than Danaë's father, the old king of Argos. He had fled from his kingdom to save his life, and in doing so had only met his death.



Perseus was overcome with grief and had no wish to continue as ruler of the kingdom. He left that day, never to return.



Glossary

- prophecy - a prediction
- imprisoned - held captive
- crooning - droning or chanting
- plight - dilemma or difficulty
- stealthily - cautiously or carefully
- anguished - distressed
- devour - gobble
- inevitable - expected
- hastened - rushed
- vanity - pride
- quest - a journey with a mission
- ceased - ended
- declared - stated
- intent - determined to do something
- uplifted - raised
- foretold - predicted
- vessel - ship
- distraught - very upset
- quoit - a small throwing hoop
- struck - hit
- overcome - overwhelmed

Your Task...

Go back through the myth and find out key information about these characters – who are they? What did they do? How would you describe them?



King Akrisios



Perseus



Danae



The Grey Sisters



King Polydectes



Medusa

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 25th January

Friend or Foe

Michael Morpurgo

Chapter 4 - Pages 49, 50, 51, 52



CHAPTER 4

DAVID AND TUCKY WATCHED FROM THEIR bedroom window. The single beam of the searchlight from the village circled the sky above them, hesitating and retracing as it patterned the darkness.

They were alone in the house that night. Mr Reynolds had been called out on Home Guard duty, and Ann went up the village with him to warm up the soup for them. It happened like that once a week and the boys were left to look after things on the farm.

'Like firework night,' said Tucky, resting his chin on his hands. And it was. There was the orange glow of fires, and the tracer for the anti-aircraft guns peppered the horizon with flashes and trails of

hyphenated lights. They watched it as if it were a display. It was all a long way away, very different from the London raids they had both been through. Here someone else was being bombed, not them.

'Tucky!' David whispered, grabbing his arm.

'What?'

'Listen! Can't you hear it?'

It was clear enough now, the deep throb of aircraft engines, punctuated by spluttering. They leaned farther out of the window and craned upwards, scanning the night sky. It came from over the moor, and they saw it at the same time, a red flicker first, and then three more lights floating down through the



sky above the moor. But the throbbing and coughing had stopped now, and there was silence.

'The searchlight,' said David. 'Why doesn't it come this way? They'll miss it.'

But the searchlight was carving up the sky above the village at that moment, and the boys followed the lights as they fell lower and lower until they disappeared behind the moor.

'It's gone,' said Tucky. 'It's a German, wasn't it, Davey?'

'Crashed, must've crashed. It was going down all the time.'

'There'd have been a bang, an explosion or something,' Tucky pulled his head back inside.

'Could have landed,' David was thinking of the flat valleys on the moor. 'Could have, you know. There's places where a plane could land out there.'

'In the dark? With no engines? Come on, Davey. It's gone behind a hill. That's all.'

'Then where is it, now, eh? Gone behind another hill? What goes down must come up. If it doesn't come up, it's crashed or it's landed; one or the other.'

Tucky saw the sense in that and they both kept watch, searching the darkness where the lights had vanished. And that's what they were doing when

they heard Mr Reynolds' van splashing through the mud by the front gate.

Tucky was downstairs first and threw open the kitchen door. Ann was standing there, taking off her scarf.

'We saw a bomber, Ann. German bomber. We heard it and we saw it. There were lights, Ann, and Davey thinks it's gone down on the moor. There were lights, and they were coming down all the time, then they stopped. We saw it, honest we did, an' the engines were chugging and popping.'

'Tucky, Tucky,' Ann put an arm around him and brought him back into the light of the room. 'Don't be so excited, Tucky. How often do I tell you you must wear shoes on a stone floor? You catch cold that way.'

'What's up, Ann?' Mr Reynolds came in behind her.

'A plane's crashed,' said David simply, getting in before Tucky could start up again. 'It must've been one of the bombers.'

Mr Reynolds smiled. 'I been on searchlight all evening, my dear, and we saw them bombing around Plymouth, but we never saw a plane. No one saw a thing.'

'You missed it,' David said. 'It was out over the



- 1) retracing
- 2) spluttering
- 3) vanished
- 4) flicker
- 5) Hesitating
- 6) peppered

Find out the meanings of these words and use them in descriptive sentences.

6

TIMES TABLE TEST 1

1) $6 \times 3 = \underline{\quad}$

2) $1 \times 6 = \underline{\quad}$

3) $10 \times 6 = \underline{\quad}$

4) $6 \times 5 = \underline{\quad}$

5) $8 \times 6 = \underline{\quad}$

6) $6 \times 6 = \underline{\quad}$

7) $6 \times 4 = \underline{\quad}$

8) $7 \times 6 = \underline{\quad}$

9) $9 \times 6 = \underline{\quad}$

10) $6 \times 0 = \underline{\quad}$

11) $6 \times 3 = \underline{\quad}$

12) $2 \times 6 = \underline{\quad}$

13) $6 \times 8 = \underline{\quad}$

14) $6 \times 10 = \underline{\quad}$

15) $4 \times 6 = \underline{\quad}$

16) $3 \times 6 = \underline{\quad}$

17) $6 \times 9 = \underline{\quad}$

18) $6 \times 7 = \underline{\quad}$

19) $5 \times 6 = \underline{\quad}$

20) $6 \times 1 = \underline{\quad}$

21) $\underline{\quad} \times 6 = 24$

22) $6 \times \underline{\quad} = 0$

23) $6 \times \underline{\quad} = 30$

24) $\underline{\quad} \times 6 = 12$

25) $\underline{\quad} \times 6 = 60$

26) $\underline{\quad} \times 6 = 42$


27) $6 \times \underline{\quad} = 54$

28) $6 \times \underline{\quad} = 36$

29) $\underline{\quad} \times 6 = 48$

30) $6 \times \underline{\quad} = 6$

Times table starter


01:00
*How many can you
answer in 1 minute?
Ready...*

6

TIMES TABLE TEST 1 ANSWERS

- | | |
|------------------------|------------------------|
| 1) $6 \times 3 = 18$ | 21) $4 \times 6 = 24$ |
| 2) $1 \times 6 = 6$ | 22) $6 \times 0 = 0$ |
| 3) $10 \times 6 = 60$ | 23) $6 \times 5 = 30$ |
| 4) $6 \times 5 = 30$ | 24) $2 \times 6 = 12$ |
| 5) $8 \times 6 = 48$ | 25) $10 \times 6 = 60$ |
| 6) $6 \times 6 = 36$ | 26) $7 \times 6 = 42$ |
| 7) $6 \times 4 = 24$ | 27) $6 \times 9 = 54$ |
| 8) $7 \times 6 = 42$ | 28) $6 \times 6 = 36$ |
| 9) $9 \times 6 = 54$ | 29) $8 \times 6 = 48$ |
| 10) $6 \times 0 = 0$ | 30) $6 \times 1 = 6$ |
| 11) $6 \times 3 = 18$ | |
| 12) $2 \times 6 = 12$ | |
| 13) $6 \times 8 = 48$ | |
| 14) $6 \times 10 = 60$ | |
| 15) $4 \times 6 = 24$ | |
| 16) $3 \times 6 = 18$ | |
| 17) $6 \times 9 = 54$ | |
| 18) $6 \times 7 = 42$ | |
| 19) $5 \times 6 = 30$ | |
| 20) $6 \times 1 = 6$ | |

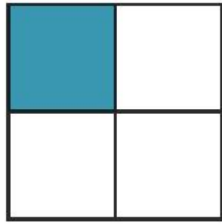
How did you do?

Multiplying Fractions by Whole Numbers

Lesson
15

25.1.21
XXV.I.XXI

In Focus



I used this
much art paper.

$$\frac{1}{4}$$



I used 3 times as much.

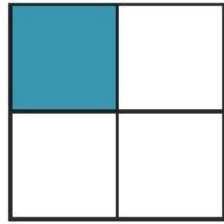


Multiplying Fractions by Whole Numbers

Lesson
15

25.1.21
XXV.I.XXI

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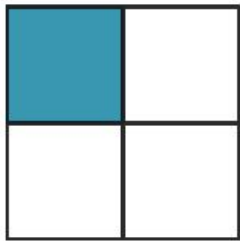


So I need to work out:

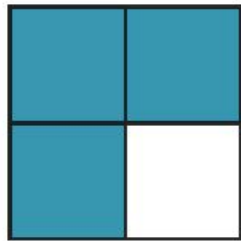
$$3 \times \frac{1}{4}$$

Let's Learn

- 1 Find the value of $3 \times \frac{1}{4}$.



$$\frac{1}{4}$$



$$3 \times \frac{1}{4} = \frac{3}{4}$$

3×1 quarter
= 3 quarters



Guided Practice

Calculate.

(a) $5 \times \frac{1}{8} =$

(b) $2 \times \frac{2}{9} =$

(c) $3 \times \frac{2}{9} =$

(d) $5 \times \frac{5}{6} =$

(e) $2 \times \frac{5}{6} =$

(f) $8 \times \frac{3}{4} =$

***Hint: Just multiply the whole number by the numerator!
Keep the denominator the same***



1 a. $\frac{1}{4} \times 5 =$	1 b. $\frac{2}{4} \times 2 =$
2 a. $\frac{2}{6} \times 6 =$	2 b. $3 \times \frac{2}{12} =$
3 a. $4 \times \frac{3}{12} =$	3 b. $\frac{3}{8} \times 2 =$
4 a. $5 \times \frac{3}{12} =$	4 b. $3 \times \frac{2}{3} =$
5 a. $5 \times \frac{5}{6} =$	5 b. $\frac{4}{6} \times 3 =$
6 a. $\frac{5}{12} \times 2 =$	6 b. $\frac{1}{2} \times 3 =$
7 a. $2 \times \frac{4}{8} =$	7 b. $3 \times \frac{1}{2} =$
8 a. $5 \times \frac{2}{12} =$	8 b. $6 \times \frac{3}{6} =$

Your turn!

**Hint: Just multiply the whole number by the numerator!
Keep the denominator the same**



25.1.21

Piece 2: Investigating Jobs and Careers



Task 1 - Rank these jobs in order of importance

Nurse

Vet

Farmer

Bus Driver

Mechanic

Police Officer

Office Worker

Chef

Doctor

Army

Fire Officer

Professional Footballer

Charity Worker

Pilot

Teacher

Singer

Write these 16 jobs down on scrap pieces of paper and arrange them, with the job you think is the MOST important at the top.

Look back at your list and answer these questions.

1. What have you chosen as the most important job?
2. Why have you chosen this job?
3. Which job do you think contributes the most to society?
4. Which job do you think has the highest salary? Why do you think this?
5. Which job do you think you would be good at? Why would you be good at this job?
6. Do you think the most important jobs are the highest paid?

What do you think of these salaries?

Average Salary of a Premier
League Footballer

2.48M per year



Average Salary of an NHS
Nurse

£33,384 per year



Footballer do/don't deserve their salaries for many reasons.

Firstly, _____

Secondly, _____

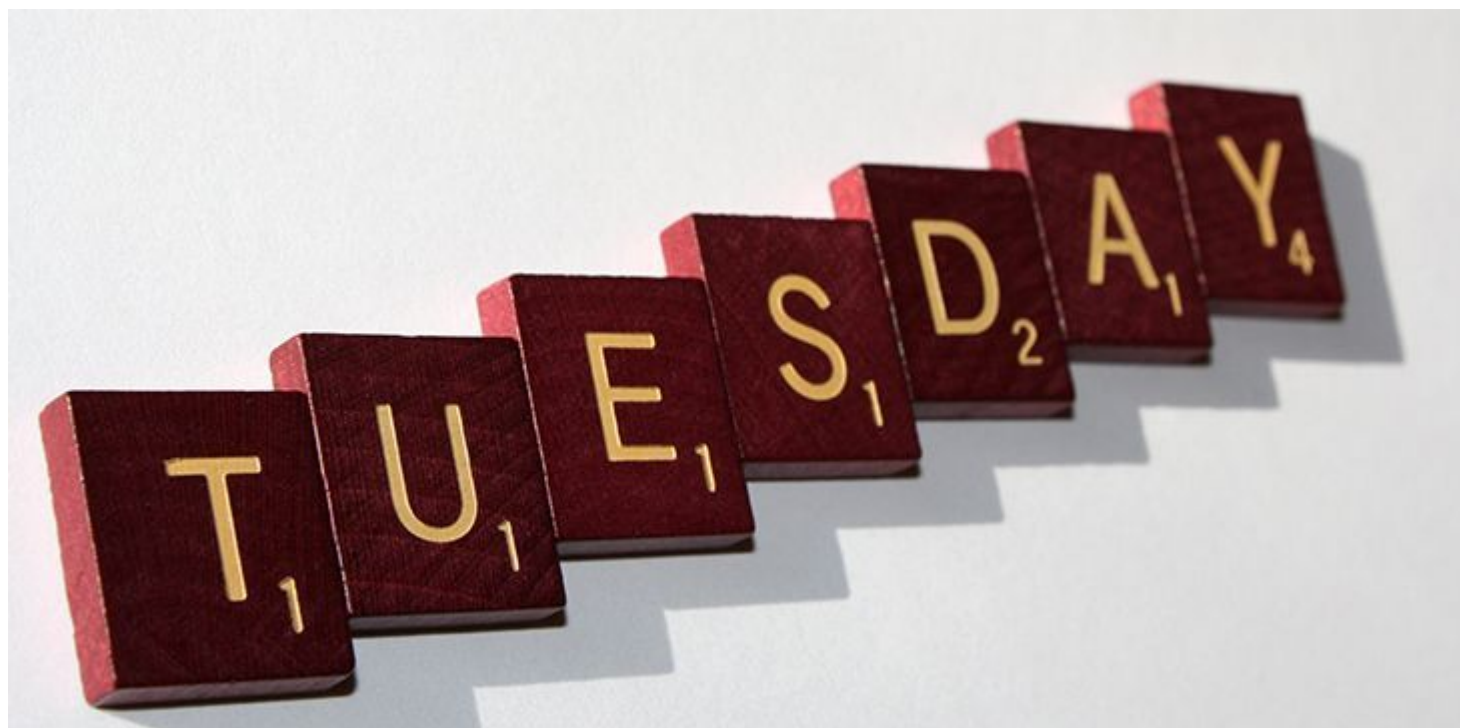
Finally, _____

Nurses do/don't deserve their salaries for many reasons.

Firstly, _____

Secondly, _____

Finally, _____



Maths Task

Basic Skills

26.12!

Literacy Task



Try subtracting these fractions from one whole one.
Simplify your answers where possible.

1. $1 - \frac{7}{8} = \square$

2. $1 - \frac{3}{8} = \square$

3. $1 - \frac{2}{5} = \square$

4. $1 - \frac{5}{6} = \square$

5. $1 - \frac{4}{10} = \square$

6. $1 - \frac{2}{7} = \square$

7. $1 - \frac{5}{12} = \square$

8. $1 - \frac{8}{11} = \square$

Add in the punctuation to these split speech examples

I'll come over now, said Rob, as I am free. I can't stay long though.	Come near the fire, said Abi, and warm up. It is so cold out there.
It's my birthday today, laughed Mollie, and I'm having a party. I hope you can make it.	Today, announced the teacher, we are going to carry out some maths investigations. Please get into groups of four.
I am so hungry, moaned Richie, that I could eat three dinners! When are we going to eat?	I'll meet you in ten minutes, said Cathy, outside the cafe. I've just got to go to the bank beforehand.

Dojo Challenge

Research a flag of any country in the world and draw it for us. Can the teachers guess the flag?

26.1.21

XXVI. I. XXI

Newspaper Report: Comprehension

SPaG Starter - Modal Verbs Song

Fill in the blanks with a modal verb. There is more than one answer in some

1.- I borrow your rubber, please? Yes, of course you

2.-My friend is getting married today, she feel very nervous.

3.-Next year I think you to translate any report into your own language.

4.-Don't touch that wire because it be dangerous.

5.-I swim quite well when I was five years old.

6.- Sonia practise so much if she wants to take part in the marathon.

Perseus and Medusa: Recap

DO YOU REMEMBER THIS MYTH FROM YESTERDAY?

Starter Task

Write two truths and one lie about events from the story. Mr Chalmers and Mr Greaves will try and spot your fib!

Example

- 1) Perseus's mother was called Danae.
- 2) Perseus flew to the gorgon's lair on a jet-pack.
- 3) Medusa's hair is made from snakes.

THE ATHENS CHRONICLE

PERSEUS DEFEATS WICKED MEDUSA

After years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slain by a heroic, fearless and courageous man named Perseus. Just hours ago, the returning hero (a 24 year old Greek man) responded to King Polydectes's challenge and agreed to destroy the wicked Medusa – a gorgon who turns warriors into stone.

The challenge had been set just one week ago when King Polydectes – a cruel dictator – had demanded that he marry Danae (the mother of Perseus). Due to her refusal, Polydectes threatened to imprison Danae for an extremely long time. However, in a stunning twist, Perseus approached the King and demanded his mother's freedom. Shocked and surprised, Polydectes set Perseus a heart-stopping challenge.

"I simply told him that if he wanted his mother to be free, he had to do me a favour," laughed the King when she spoke to the Athens Chronicle last week, "he just has to find, kill and bring me the head of the gorgon Medusa. If he really loves his mother, then he knows what to do!"

Polydectes, who had been on the throne for many years, knew exactly how dangerous this challenge was. Over the years, many courageous young men have approached Medusa and never returned. The gorgon, who has hair made of poisonous snakes, turns people into stone if they look into her eyes.

Although this challenge was colossal, Perseus agreed and set off on his quest. Firstly, he had to find the Grey Sisters (older than anybody can count). These vile, repugnant creatures knew exactly where Medusa was and were Perseus's only hope of finding her. The Old Sisters, who shared only one tooth between them, were found in their dreary home and were shocked to hear of Perseus's plan.

"We couldn't believe it, could we?" hissed one of the creatures, "we don't often get any visitors but he came to tell us all about his plan! We thought he was a very silly boy, but before we knew it he had tricked us into giving him the information he wanted!"

With Medusa's location now known, Perseus had nothing standing in his way. With his chest beating like a drum, he approached the gorgon's layer. The layer, which was dark and gloomy, was a maze filled with danger. Around every corner, Perseus did not know what he would find. Eventually, he caught a glimpse of the creature who was fast asleep. With extreme care, he turned his back towards the dozing beast and used his mirror for reflection. As he got within striking range, with one swift blow of his sword, Perseus beheaded Medusa and put the bloody head into his magic satchel and flew away from the scene, leaving the anguished cries of the serpent behind him.



Perseus emerging from the gorgon's layer

Upon his return, Perseus realised he had arrived just in time. "As soon as I got back, I heard that the evil king Polydectes had threatened to kill my mother!" he told local journalists, "well, if he wants to kill her, he'll have to kill me first!"

With great haste, he found the deceitful king chasing his mother across the dusty landscape. Filled with a burning rage, Perseus (an only child) defended his mother's honour by brandishing the severed head of Medusa and holding it directly in the eyeline of Polydectes.

"I knew I had to be quick and think fast," he told us, "as soon as I pulled the head out of the bag, that was the end of old Polydectes – he turned to stone instantly!"

Having rescued his mother and defeated an old, vicious tyrant, Perseus decided to set sail to Argos (his homeland).

"I'm so proud of my boy – he's a hero to us all!" beamed Danae, "he showed us all that nothing is impossible if you have the right attitude.

Here is our model text

What do you notice about the layout?

What type of text do you think it is?

What were your clues?

Can you spot the name of the newspaper?

Is there a headline?

After years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slayed by a heroic, fearless and courageous man named Perseus.

Just hours ago, the returning hero (a 24 year old Greek man) responded to King Polydectes's challenge and agreed to destroy the wicked Medusa – a gorgon who turns warriors into stone.

The challenge had been set just one week ago when King Polydectes – a cruel dictator – had demanded that he marry Danae (the mother of Perseus). Due to her refusal, Polydectes threatened to imprison Danae for an extremely long time. However, in a stunning twist, Perseus approached the King and demanded his mother's freedom. Shocked and surprised, Polydectes set Perseus a heart-stopping challenge.

"I simply told him that if he wanted his mother to be free, he had to do me a favour," laughed the King when she spoke to the Athens Chronicle last week, "he just has to find, kill and bring me the head of the gorgon Medusa. If he really loves his mother, then he knows what to do!"

Polydectes, who had been on the throne for many years, knew exactly how dangerous this challenge was. Over the years, many courageous young men have approached Medusa and never returned. The gorgon, who has hair made of poisonous snakes, turns people into stone if they look into her eyes.

Although this challenge was colossal, Perseus agreed and set off on his quest. Firstly, he had to find the Grey Sisters (older than anybody can count). These vile, repugnant creatures knew exactly where Medusa was and were Perseus's only hope of finding her. The Old Sisters, who shared only one tooth between them, were found in their dreary home and were shocked to hear of Perseus's plan.

"We couldn't believe it, could we?" hissed one of the creatures, "we don't often get any visitors but he came to tell us all about his plan! We thought he was a very silly boy, but before we knew it he had tricked us into giving him the information he wanted!"

With Medusa's location now known, Perseus had nothing standing in his way. With his chest beating like a drum, he approached the gorgon's lair. The lair, which was dark and gloomy, was a maze filled with danger. Around every corner, Perseus did not know what he would find. Eventually, he caught a glimpse of the creature who was fast asleep. With extreme care, he turned his back towards the dozing beast and used his mirror for reflection. As he got within striking range, with one swift blow of his sword, Perseus beheaded Medusa and put the bloody head into his magic satchel and flew away from the scene, leaving the anguished cries of the serpent behind him.

Upon his return, Perseus realised he had arrived just in time. "As soon as I got back, I heard that the evil king Polydectes had threatened to kill my mother!!" he told local journalists, "well, if he wants to kill her, he'll have to kill me first!"

With great haste, he found the deceitful king chasing his mother across the dusty landscape. Filled with a burning rage, Perseus (an only child) defended his mother's honour by brandishing the severed head of Medusa and holding it directly in the eyeline of Polydectes.

"I knew I had to be quick and think fast," he told us, "as soon as I pulled the head out of the bag, that was the end of old Polydectes – he turned to stone instantly!"

Having rescued his mother and defeated an old, vicious tyrant, Perseus decided to set sail to Argos (his homeland).

"I'm so proud of my boy – he's a hero to us all!" beamed Danae, "he showed us all that nothing is impossible if you have the right attitude.

Questions

1. What is the headline of this report?
2. What is the name of the wicked king who sets Perseus a challenge?
3. Why does the author call the challenge 'heart-stopping' ?
4. Find a word in the 4th paragraph that means 'brave'.
5. Perseus 'beheaded' Medusa - what do you think beheaded means?
6. Find an example of parenthesis in this article.
7. Polydectes is a wicked king - do you agree? Give evidence from the text.
8. Perseus is an intelligent man - do you agree? Give evidence from the text.
9. Can you find and copy an example of split speech in this article?
10. Find 2 relative clauses that start with the pronoun 'who'.

CHALLENGE

Create three pieces of split speech that Perseus might say - remember, split speech means the speech happens before and after the reporting clause.

'Polydectes! Where are you?' roared Perseus. 'You will pay the price when I find you!'

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 26th January

Friend or Foe

Michael Morpurgo

Chapter 4 - Pages 53, 54, 55, 56



moor and your searchlight was up above the village.'

'Are you certain, Davey?' Mr Reynolds had stopped smiling now. 'Tis got to be for certain, y'know.'

'We heard, Mr Reynolds, honest we did,' Tucky said, feeling left out by now. 'It sounded just like the bombers used to sound in London. Just the same.'

Mr Reynolds and Ann looked at each other.

'And the engines were popping, just like Tucky says,' David could see they believed them now.

'Popping?' Ann said. 'What does it mean, this "popping"?''

'Must mean the plane had engine trouble of some sort,' said Mr Reynolds, looking from one boy to the other. 'Could've been hit. Was there any flames? Did you see any flames coming out of her?'

'Just the popping,' Tucky said. 'Then nothing and the lights went out.'

Mr Reynolds bent down and pulled the boys in towards him so that he could look into their faces. 'If there's been a plane down, I'll have to report it. There'll be the army and the police and they'll be wanting to ask you questions, lots of questions. Now think clearly, my dears. It must be for certain. Was

there a plane?'

'We saw it, Mr Reynolds,' David said.

'And you're sure it came down over the moor?'

The boys nodded.

'It was there, Mr Reynolds,' said Tucky. 'I promise.'

'They're good boys, Jerry,' Ann said. 'They would not lie.'

'I know that, my dear,' said Mr Reynolds, standing up, 'but the army doesn't know that and neither do the police. They're the ones we'll have to convince. You did well to spot it my dears, and I'll be off back up the village to report it. There won't be much they can do till morning, and they'll be bound to want to see you then. So get off to bed with you both.' Ann went upstairs with them and they watched the glow of the fires on the horizon as Plymouth burned. She made them hot milk and sat on their bed while they drank it.

'It's a terrible thing they do,' she said sadly, gazing out of the window. 'When I was young I watched fires burning in my country, too. It's a terrible thing they do.' She spoke as the boys had never heard her before.

'You're not English, are you, Ann?' David had

wanted to ask her that for a long time, but the moment had never been right.

'I'm French,' Ann said. 'I was French until I married Jerry. Now I am English like you; but I still think of France as my country. Like you, Davey, I know what it is to lose a father in war.' She took their mugs and left the room quickly.

'Now I know why she hates the Germans,' Tucky said quietly, as soon as her footsteps had reached the bottom of the stairs. And later when they were in bed Tucky could not help thinking about it. 'You're lucky.'

'Lucky?'

'If my dad was killed, I'd tell everyone. I'd be proud.'

'I am proud, Tucky. Ann's proud too, but it's better to have a father alive than be proud 'cos he's dead.'

'Depends on your father,' Tucky went on. 'And people like you if your father's dead, like you more anyway.'

'Do you like Ann more 'cos her father's dead?' David said. 'And me? What about me? We were friends years ago.'

'S'pose so,' said Tucky soulfully; and then he thought about the plane again. 'Davey, if that plane crashed like you said, then there'll be men on board.'

There'll be Germans. D'you think they'll find them?'

'I hope they're dead,' David said. 'They must've killed hundreds of people in Plymouth tonight. I hope they're dead. They deserve it.'

Neither of them slept much that night, and they heard Mr Reynolds coming back in his van some hours later. David thought of getting out of bed and asking about the plane, about what was being done, but he heard Ann and Mr Reynolds talking together down in the kitchen and somehow he didn't want to see Ann again that night. Tucky got out of bed and tried to listen through the floorboards, but he couldn't make out what they were saying. Then a floorboard creaked and he scrambled back into bed.

It was still dark when Mr Reynolds woke them. He was in his Home Guard uniform. 'The army's downstairs. They want to be out on the moor by daybreak and they want you to come along and show them where it was where you saw the plane. Quick as you can, my dears. We can't go till you're ready.'

The kitchen was full of uniforms, police and soldiers, and they all stood watching them eat down their porridge that Ann insisted they must have before they left. David looked up occasionally from

Tuesday: Retrieval

1. Where did Tucky say the bombings reminded him of?
2. Why is Mr Reynolds so keen to make sure the boys know what they saw?
3. What city could they see burning in the distance?
4. Tucky had wanted to ask Ann where she was from for a long time - why do you think he waited?
5. How can Ann empathise with David?
6. Why did Tucky say he'd tell everybody if his Dad was killed?
7. Why do you think neither of them slept much last night?
8. What made them scramble back to bed?

1) $5 \times 7 = \underline{\quad}$

2) $7 \times 2 = \underline{\quad}$

3) $7 \times 7 = \underline{\quad}$

4) $0 \times 7 = \underline{\quad}$

5) $3 \times 7 = \underline{\quad}$

6) $7 \times 9 = \underline{\quad}$

7) $7 \times 4 = \underline{\quad}$

8) $8 \times 7 = \underline{\quad}$

9) $12 \times 7 = \underline{\quad}$

10) $7 \times 10 = \underline{\quad}$

11) $4 \times 7 = \underline{\quad}$

12) $7 \times 11 = \underline{\quad}$

13) $9 \times 7 = \underline{\quad}$

14) $7 \times 6 = \underline{\quad}$

15) $7 \times 8 = \underline{\quad}$

16) $1 \times 7 = \underline{\quad}$

17) $7 \times 12 = \underline{\quad}$

18) $6 \times 7 = \underline{\quad}$

19) $11 \times 7 = \underline{\quad}$

20) $2 \times 7 = \underline{\quad}$

21) $7 \times \underline{\quad} = 28$

22) $7 \times \underline{\quad} = 70$

23) $\underline{\quad} \times 7 = 77$

24) $\underline{\quad} \times 7 = 21$

25) $7 \times \underline{\quad} = 35$

26) $7 \times \underline{\quad} = 56$

27) $\underline{\quad} \times 7 = 14$

28) $\underline{\quad} \times 7 = 63$

29) $7 \times \underline{\quad} = 84$

30) $\underline{\quad} \times 7 = 49$

Times table starter

01:00

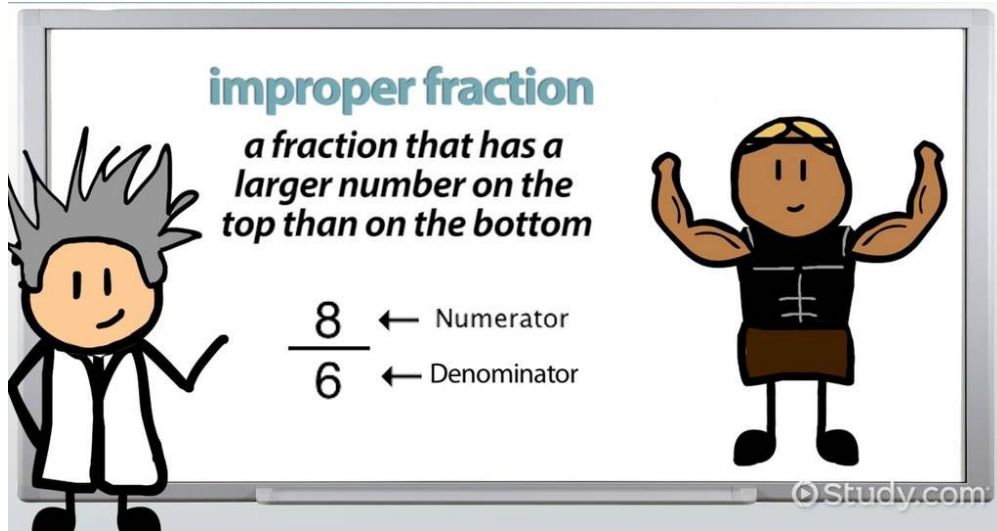
*How many can you
answer in 1 minute?
Ready...*

- | | | | |
|-----|--------------------------------|-----|--------------------------------|
| 1) | $5 \times 7 = \underline{35}$ | 21) | $7 \times \underline{4} = 28$ |
| 2) | $7 \times 2 = \underline{14}$ | 22) | $7 \times \underline{10} = 70$ |
| 3) | $7 \times 7 = \underline{49}$ | 23) | $\underline{11} \times 7 = 77$ |
| 4) | $0 \times 7 = \underline{0}$ | 24) | $\underline{3} \times 7 = 21$ |
| 5) | $3 \times 7 = \underline{21}$ | 25) | $7 \times \underline{5} = 35$ |
| 6) | $7 \times 9 = \underline{63}$ | 26) | $7 \times \underline{8} = 56$ |
| 7) | $7 \times 4 = \underline{28}$ | 27) | $\underline{2} \times 7 = 14$ |
| 8) | $8 \times 7 = \underline{56}$ | 28) | $\underline{9} \times 7 = 63$ |
| 9) | $12 \times 7 = \underline{84}$ | 29) | $7 \times \underline{12} = 84$ |
| 10) | $7 \times 10 = \underline{70}$ | 30) | $\underline{7} \times 7 = 49$ |
| 11) | $4 \times 7 = \underline{28}$ | | |
| 12) | $7 \times 11 = \underline{77}$ | | |
| 13) | $9 \times 7 = \underline{63}$ | | |
| 14) | $7 \times 6 = \underline{42}$ | | |
| 15) | $7 \times 8 = \underline{56}$ | | |
| 16) | $1 \times 7 = \underline{7}$ | | |
| 17) | $7 \times 12 = \underline{84}$ | | |
| 18) | $6 \times 7 = \underline{42}$ | | |
| 19) | $11 \times 7 = \underline{77}$ | | |
| 20) | $2 \times 7 = \underline{14}$ | | |

How did you do?

Improper fractions

26.1.21
XXVI.I.XXI



improper fraction
a fraction that has a larger number on the top than on the bottom

$$\frac{8}{6}$$

← Numerator
← Denominator

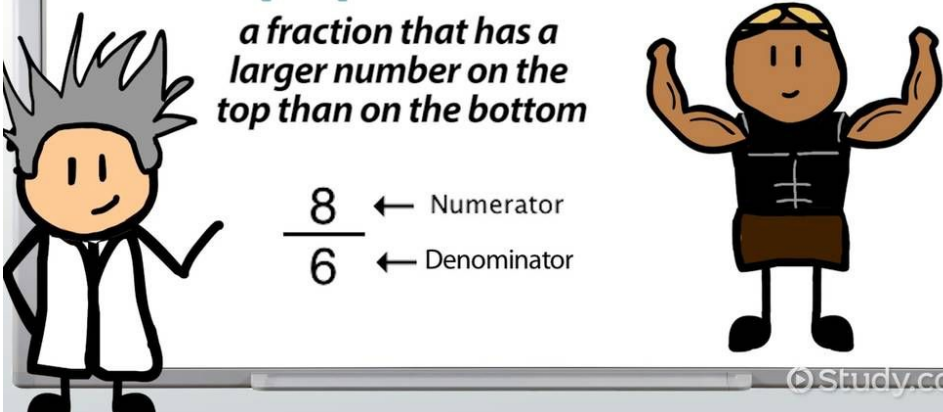
© Study.com

Do I have more than a whole or less than a whole?

Improper fractions

26.1.21
XXVI.I.XXI

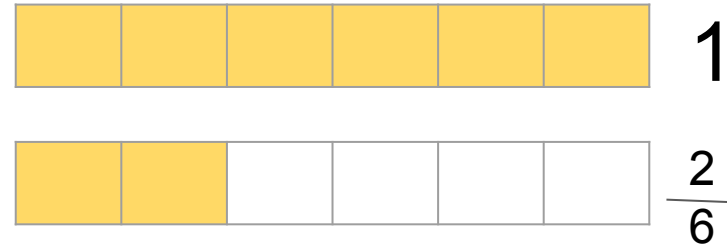
improper fraction
a fraction that has a larger number on the top than on the bottom


$$\frac{8}{6}$$

← Numerator
← Denominator

© Study.com

Remember: 6ths mean that I cut things into 6 pieces



Guided Practice

2 Write as mixed numbers.

$$\frac{7}{5} = \square$$

$$\frac{7}{3} = \square$$

$$\frac{26}{6} = \square$$



Hint: Shortcut!
See what the denominator is. How many groups of them can you take away? What's left behind?



Have a go at these:

1) $\frac{20}{7} =$

2) $\frac{11}{10} =$

3) $\frac{6}{4} =$

4) $\frac{13}{4} =$

5) $\frac{21}{4} =$

6) $\frac{37}{10} =$

7) $\frac{25}{6} =$

8) $\frac{10}{4} =$

9) $\frac{51}{7} =$

10) $\frac{29}{3} =$

11) $\frac{7}{2} =$

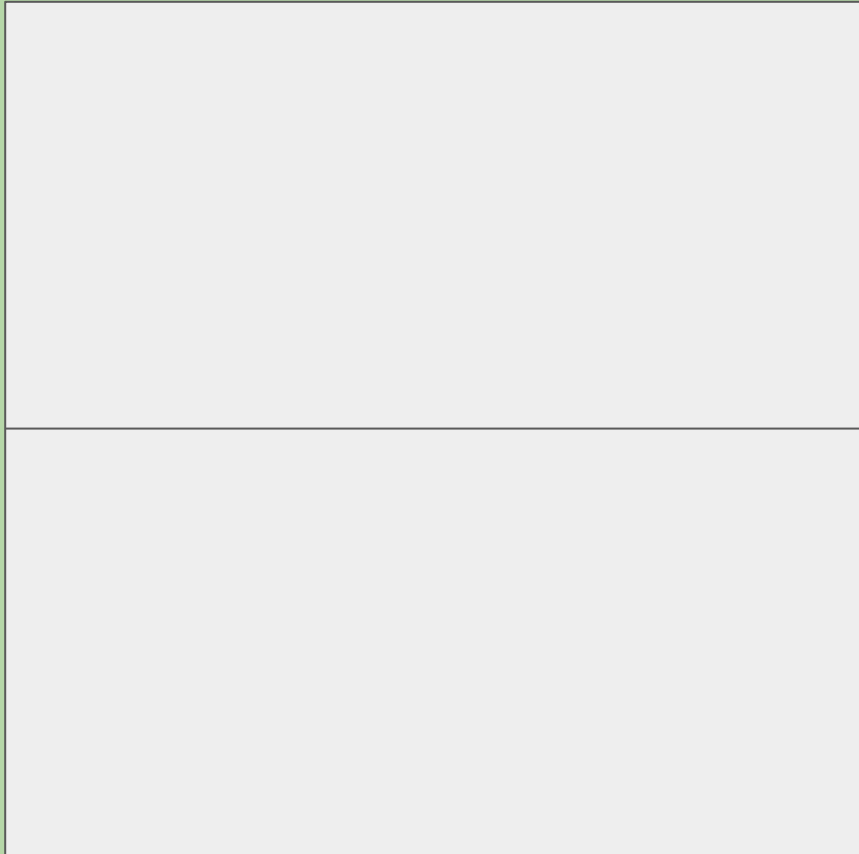
Hint: Shortcut!

See what the denominator is. How many groups of them can you take away? What's left behind?

Night and Day

twinkl

Day and night, sun and shadows



***Before we start!
Split your paper in
2. We need a bit of
room to work***



Top half

Day and night

When?

How?

What?

Why?

Where?



What I know
about day and
night



Bottom
half

Sun and Shadows



When?

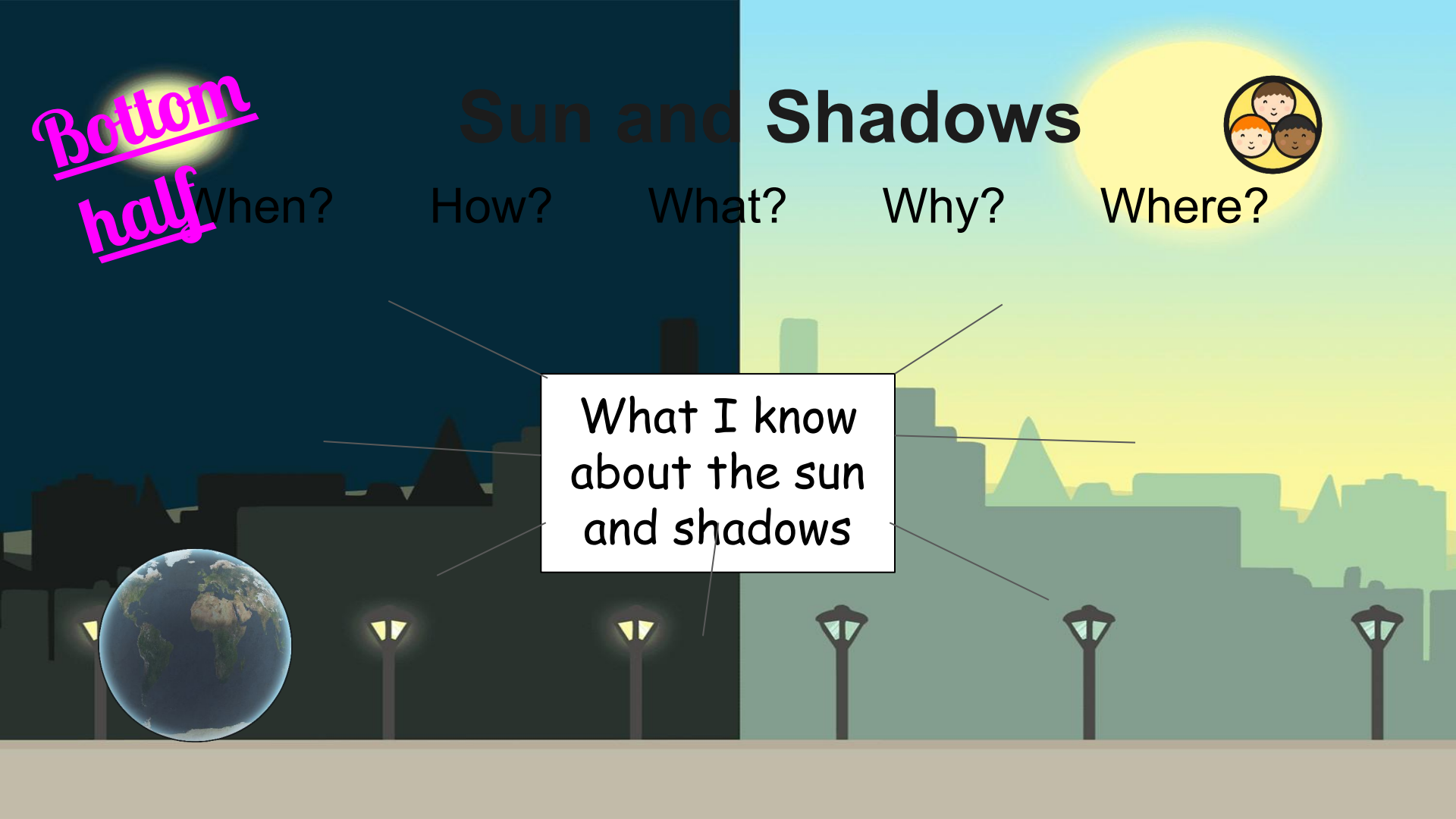
How?

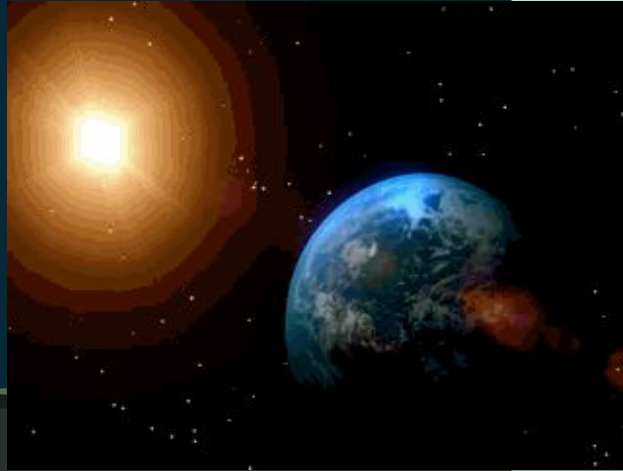
What?

Why?

Where?

What I know
about the sun
and shadows





When?

What?

Why?

How?

Where?

Watch this!

<https://www.bbc.co.uk/bitesize/clips/ztwykqt>

True or false?



Use the video or your own research to create 5 more true or false questions about night, day, the sun and shadows. Mr Greaves and Mr Chatmers will try to answer them!

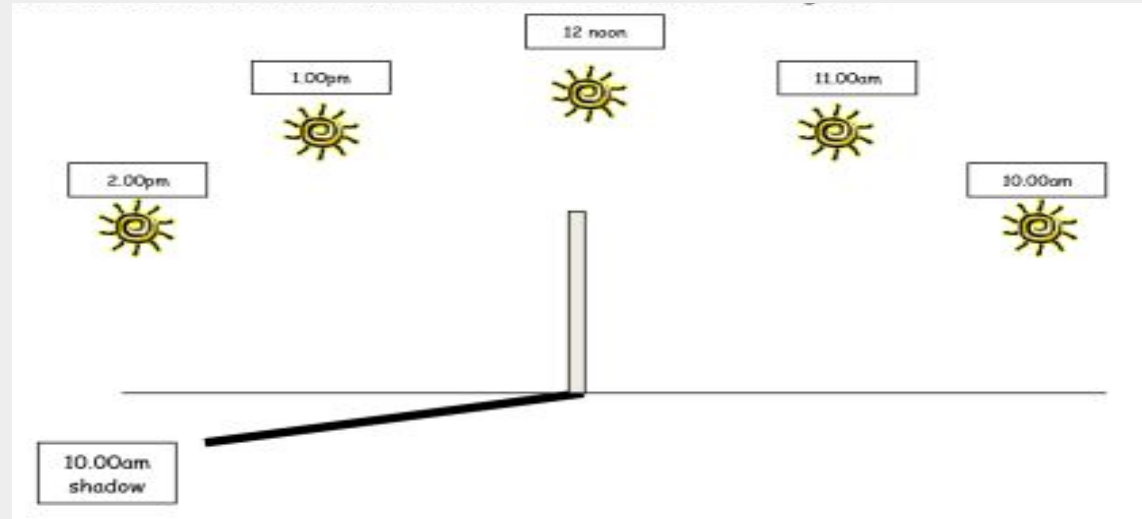
- 1. We have day and night because of the moon.*
- 2. When it is day time in England, it is day time in Australia.*
- 3. Shadows are always the same size and same length.*
- 4.*
- 5.*
- 6.*
- 7.*
- 8.*

Test it yourself!

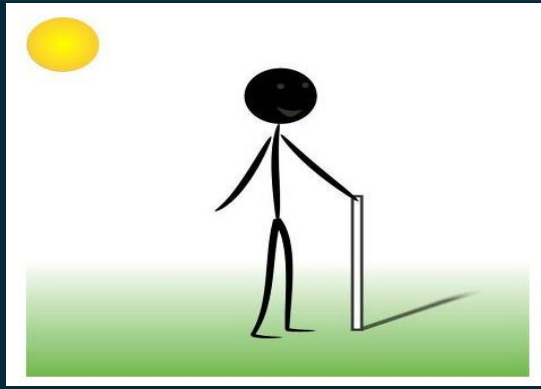
1. Put a small stick in the ground (it could be anything, just not too big! 30cm max)

2. Draw a little table like the one here. Keep it neat!

3. Measure how long the shadow is at 10am. Then again at 11am...until 2pm. Write down your lengths in the table



Time	10.00am	11.00am	12 noon	1.00pm	2.00pm
Length of shadow (cm)					



4. Write a little conclusion about what you have observed. In your conclusion, answer some of these questions:

When was the shadow longest?

At what time was it the shortest?

Did the shadow stay in the same place? Why did this happen?

What would happen if you measured the shadow again at 5pm?

Was this the same or different to what you saw on the video?

Challenge:

If you did this investigation again in summer, do you think you would see the same results? Why?



Use the < or > symbols to fill in the box

1) $\frac{1}{3}$ $\frac{7}{8}$

2) $\frac{1}{6}$ $\frac{3}{4}$

3) $\frac{3}{8}$ $\frac{2}{4}$

4) $\frac{4}{5}$ $\frac{4}{8}$

5) $\frac{1}{4}$ $\frac{1}{2}$

6) $\frac{1}{6}$ $\frac{4}{5}$

Literacy Task

Add in the punctuation to show a relative clause.

Melody who had grown even taller in the past few months was virtually unrecognisable with her new haircut.	The song which had been played constantly on the radio was still at number one three weeks after its release.
The winner a Mary Johnson, of Edmonton, North London plans to buy a holiday for her whole family with her lottery money.	The Great Wall of China is ancient building work began on it over 2,300 years ago and is over 13,000 miles long!
The country he had just left Australia was so different to Indonesia that he could not believe the two were neighbours.	Harry Houdini who was a world-famous escape artist used to travel to many countries and challenge local police forces to keep him locked up!

Dojo Challenge

Find out the national dish of these countries..

Morocco, Sweden, Canada, Australia and Russia

27.1.21

XXVII. I. XXI

Reported and Direct Speech

SPaG Starter: Split Speech



Create 5 pieces of *SPLIT SPEECH* that a moody teacher might say.

Use my example to help you magpie the structure.

"This is not your best work!" barked Mr Chalmers, "you can all stay in at lunchtime!"

- 1)
- 2)
- 3)
- 4)
- 5)

One of these sentences is **direct speech**.

The other is **reported speech**.

Can you tell which is which?

"You must never go into that gloomy forest!"
warned Mum with a serious tone of voice.

Mum warned the children that they mustn't go
into the forest.

There are two forms of speech that we should try and use in our writing.

Direct Speech – this is when you write down exactly what the person is saying. You will need to use speech marks.

“I don’t want to eat my cabbage,” Peter grumbled to his mother.

Reported Speech – this is when you are repeating what someone has said. Imagine that you are telling another person what Peter said. You Do not need speech marks. Reported speech is written in the past tense.

Peter told his mum that he did not want to eat his cabbage.

More Examples

Direct Speech

**“ The level of noise in this classroom is totally unacceptable,”
Said Mr Kore.**

Reported Speech

Mr Kore told his class that they were being far too noisy.

You can see that both sentences carry the same meaning, so you don't need to just repeat what has been said or get rid of the speech marks.

Have a look at these examples of direct speech. See if you can change them in to reported speech. Don't just get rid of the speech marks. Make sure you keep the same meaning.

“Can I have another biscuit please?” Mohammed asked his Dad politely.

“Stop thief!” the policeman bellowed.

“I'm not going to football on Monday night because I've got far Too much work to do,” Mr Williams said.

Your task: Complete this table.

You will need to convert direct speech to reported speech and convert reported speech to direct speech.

<u>Direct Speech</u>	<u>Reported Speech</u>
<i>'I am worried that my own grandchild will kill me,' sobbed King Akrisios</i>	
	<i>Danae told King Polydecte she didn't want to marry him.</i>
<i>'You must go and see the three sisters first!' instructed Polydecte.</i>	
	<i>Perseus asked the vile sisters where he could find Medusa.</i>
<i>Theseus was smiling and told the locals, 'I have killed Medusa!'</i>	
	<i>Theseus asked where his mother was.</i>
<i>'If you harm my mother, I will kill you!' roared Perseus.</i>	
	<i>Perseus told his mother they were returning home to Argos.</i>
<i>'I am terrified that prophecy is coming true!' screamed Akrisios</i>	
	<i>Perseus explained to his mother that he does not want to kill Akrisios.</i>

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 27th January

Friend or Foe

Michael Morpurgo

Chapter 4 - Pages 57, 58, 59, 60



his plate of steaming porridge and recognised some of the faces behind the uniforms. They looked tired and disbelieving. Mr Reynolds was bending over a map with a tall soldier in a peaked cap and a wet macintosh. "Twas out of the bedroom window, sir," he was saying, 'so it must be in this area here somewhere, almost for certain.'

'But Reynolds,' the officer took off his cap and



shook it, 'there's two observation posts between here and there. Surely if there had been a plane someone else would have spotted it?'

'Not if they were following the searchlight, sir. The boys say the searchlight was sweeping over the

village itself at the time.'

The officer turned to face the boys. He had a mean face with a thin moustache that barely covered his top lip. 'You say they're evacuees, Reynolds?'

'That's right, sir. And fine lads they are too, sir. Been with us for three months now. If they say they saw it, then you can be sure they did, sir.'

'Quite so, Reynolds,' said the officer, but he did not sound convinced.

Outside it was a drizzling grey dawn. There was a whole convoy of trucks blocking the lane, and the officer gave the order to get started. Ann wrapped them up in scarves and then they followed Mr Reynolds and clambered into the back of a jeep at the head of the column. The officer with the thin moustache clambered in front and nodded to his driver. 'I hope they're right, Reynolds. There's thirty Home Guard and a whole company from the barracks on this search. I hope you're right.'

David look up nervously at Mr Reynolds who smiled and winked down at him. And Tucky was beginning to wish he'd never told anyone.

Ten times that day the convoy halted and the



soldiers spread out over the moor and disappeared over the hilltops, their rifles hidden under their capes to protect them from the driving rain. The two boys were left behind with the trucks and drivers; and each time the soldiers came back empty-handed they felt worse. The officer kept asking them about the shape of the hills they had seen as the plane came down; he kept pointing up at the hillsides and asking them if they recognised the hilltop. But to the boys all the hills looked alike, and anyway they couldn't remember the hills from the night before, they hadn't even noticed the shape. The officer looked less and less pleased.

The rain cleared a bit after lunch and a spotter plane circled above them all afternoon. The soldiers, some of whom had been quite friendly to start with, now made little attempt to hide their feelings. It was clear what they thought of the 'townies' story.

For David and Tucky it was a nightmare. They knew there had been a plane, and they were almost certain it had come down; but each time a search failed and Mr Reynolds clambered wearily back into the deep shaking his head, they began

David and Tucky Questions

1. How do you think David and Tucky feel in this question?
2. Do you think they are trusted by the police? Why not?
3. Why do you think the police officer asks Reynolds if they're evacuees?
4. How do you think David and Tucky will feel if they don't find anything?
5. 'For David and Tucky it was a nightmare' - what does the author mean by this?
6. Can you think of a time where you have been in David and Tucky's position?



9

TIMES TABLE TEST 1

1) $9 \times 3 = \underline{\quad}$

2) $2 \times 9 = \underline{\quad}$

3) $5 \times 9 = \underline{\quad}$

4) $9 \times 10 = \underline{\quad}$

5) $9 \times 4 = \underline{\quad}$

6) $1 \times 9 = \underline{\quad}$

7) $7 \times 9 = \underline{\quad}$

8) $9 \times 6 = \underline{\quad}$

9) $9 \times 9 = \underline{\quad}$

10) $8 \times 9 = \underline{\quad}$

11) $0 \times 9 = \underline{\quad}$

12) $9 \times 2 = \underline{\quad}$

13) $9 \times 7 = \underline{\quad}$

14) $10 \times 9 = \underline{\quad}$

15) $9 \times 1 = \underline{\quad}$

16) $9 \times 5 = \underline{\quad}$

17) $4 \times 9 = \underline{\quad}$

18) $6 \times 9 = \underline{\quad}$

19) $3 \times 9 = \underline{\quad}$

20) $9 \times 8 = \underline{\quad}$

21) $\underline{\quad} \times 9 = 18$

22) $9 \times \underline{\quad} = 90$

23) $9 \times \underline{\quad} = 36$

24) $\underline{\quad} \times 9 = 9$

25) $\underline{\quad} \times 9 = 63$

26) $\underline{\quad} \times 9 = 45$

27) $9 \times \underline{\quad} = 27$

28) $9 \times \underline{\quad} = 81$

29) $\underline{\quad} \times 9 = 0$

30) $9 \times \underline{\quad} = 54$

Times table starter


01:00


*How many can you
answer in 1 minute?
Ready...*

9

TIMES TABLE TEST 1 ANSWERS

1) $9 \times 3 = 27$

2) $2 \times 9 = 18$

3) $5 \times 9 = 45$

4) $9 \times 10 = 90$

5) $9 \times 4 = 36$

6) $1 \times 9 = 9$

7) $7 \times 9 = 63$

8) $9 \times 6 = 54$

9) $9 \times 9 = 81$

10) $8 \times 9 = 72$

11) $0 \times 9 = 0$

12) $9 \times 2 = 18$

13) $9 \times 7 = 63$

14) $10 \times 9 = 90$

15) $9 \times 1 = 9$

16) $9 \times 5 = 45$

17) $4 \times 9 = 36$

18) $6 \times 9 = 54$

19) $3 \times 9 = 27$

20) $9 \times 8 = 72$

21) $2 \times 9 = 18$

22) $9 \times 10 = 90$

23) $9 \times 4 = 36$

24) $1 \times 9 = 9$

25) $7 \times 9 = 63$

26) $5 \times 9 = 45$

27) $9 \times 3 = 27$

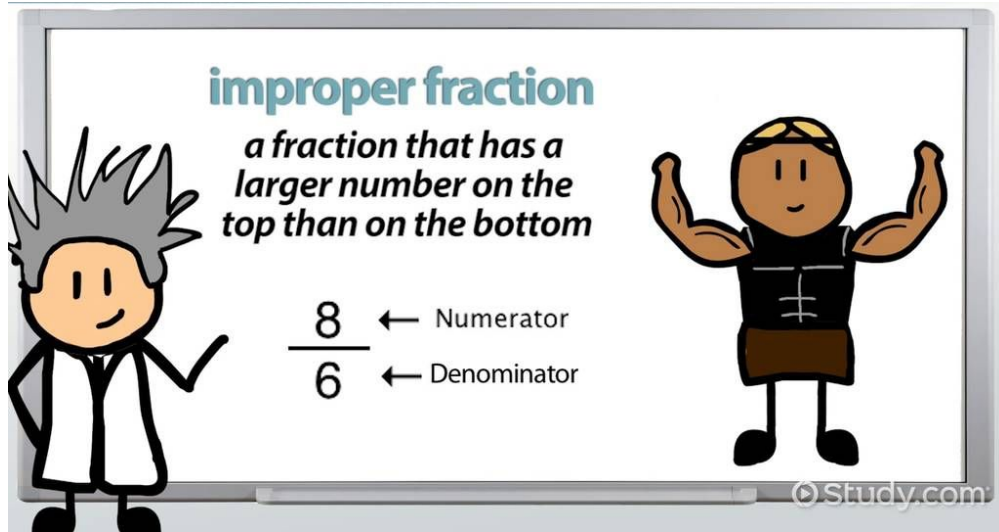
28) $9 \times 9 = 81$

29) $0 \times 9 = 0$

How did you do?

Converting to improper fractions

27.1.21
XXVII.I.XXI



improper fraction
a fraction that has a larger number on the top than on the bottom

$$\frac{8}{6}$$

← Numerator
← Denominator

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Do you remember how to change from an improper fraction to a mixed number?

Guided Practice

Let's change these improper fractions to mixed number fractions

e. $\frac{31}{4} =$ _____

j. $\frac{27}{12} =$ _____

o. $\frac{30}{6} =$ _____

Hint: Shortcut!

See what the denominator is. How many groups of them can you take away? What's left behind?

Workbook:

a. $\frac{22}{3} =$ _____

b. $\frac{5}{2} =$ _____

c. $\frac{21}{6} =$ _____

d. $\frac{34}{10} =$ _____

f. $\frac{14}{5} =$ _____

g. $\frac{16}{3} =$ _____

h. $\frac{17}{8} =$ _____

i. $\frac{22}{9} =$ _____

k. $\frac{23}{10} =$ _____

l. $\frac{19}{4} =$ _____

m. $\frac{19}{7} =$ _____

n. $\frac{21}{5} =$ _____

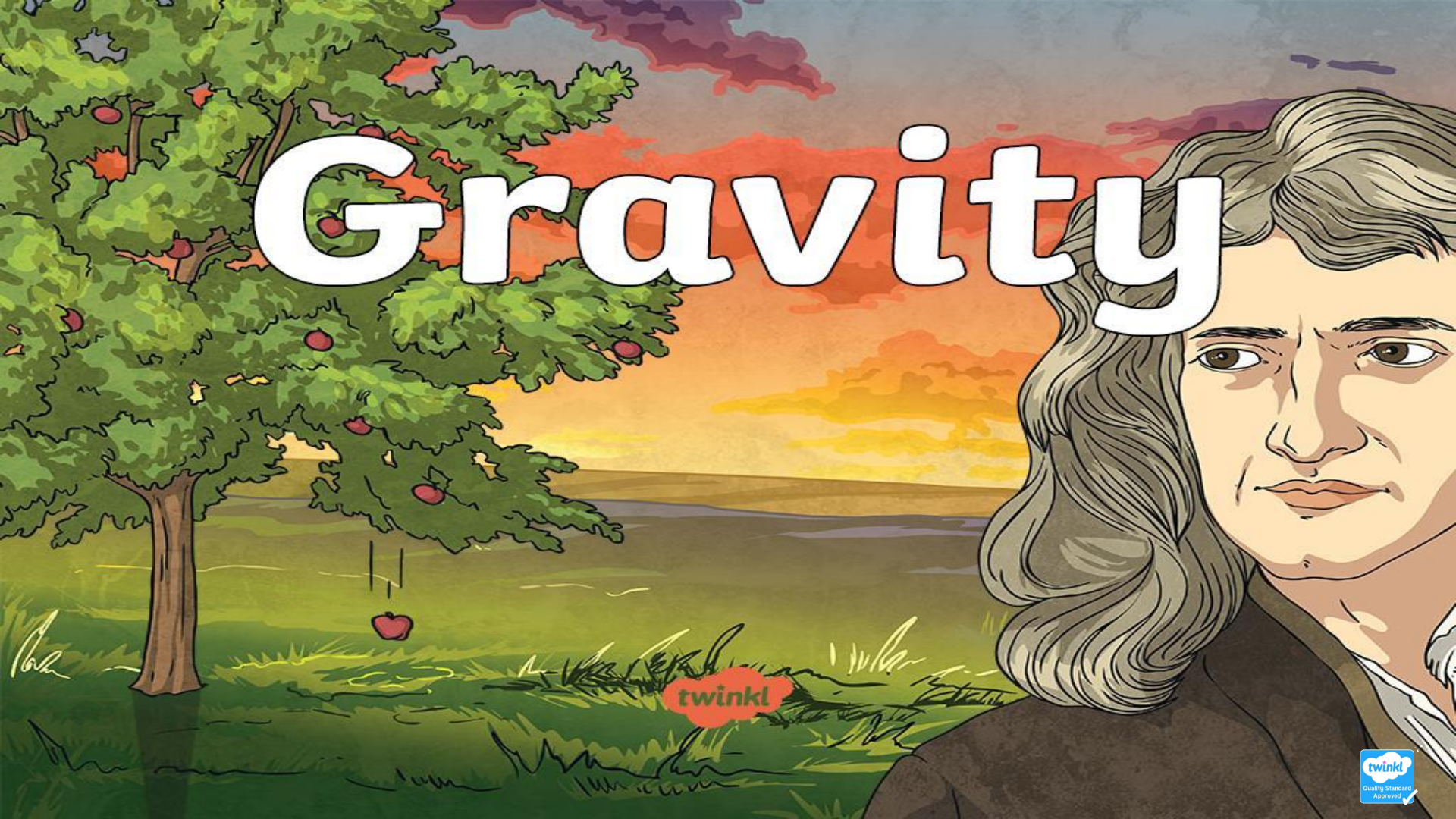
Challenge:

*What do you get
when you change
these fractions to
a mixed number?*

*Circle the correct
answer*

$\frac{13}{3}$	$2 \frac{2}{3}$	$4 \frac{1}{3}$	$5 \frac{1}{3}$	$4 \frac{2}{3}$	$2 \frac{2}{3}$
$\frac{14}{4}$	$3 \frac{2}{4}$	$4 \frac{1}{2}$	$3 \frac{1}{2}$	$4 \frac{1}{4}$	$2 \frac{1}{2}$
$\frac{16}{10}$	$1 \frac{4}{10}$	$1 \frac{2}{5}$	$1 \frac{3}{5}$	$1 \frac{6}{10}$	$1 \frac{8}{10}$
$\frac{20}{6}$	$2 \frac{2}{3}$	$3 \frac{2}{6}$	$3 \frac{2}{3}$	$2 \frac{1}{3}$	$3 \frac{1}{3}$
$\frac{19}{5}$	$4 \frac{1}{5}$	$4 \frac{2}{5}$	$3 \frac{4}{5}$	$3 \frac{3}{5}$	$5 \frac{1}{5}$

Gravity



twinkl

Falling Down



Hold a ball of paper and then let go. What does it do?

These children are discussing why the ball falls down rather than falling up, sideways or staying still.

Which child or children do you most agree with?



There is no win pushing upwards, so it can go straight

down

The ball falls downwards because gravity is pulling it down.

The ground is magnetic so the ball is magnetically attracted to the ground.

The ball ball falls downwards because it is heavy. If it were lighter, it would float upwards.

Falling Down



Did you agree with this boy?
Gravity is the force that means that objects are pulled towards the **centre** of the Earth.

All objects have a **gravitational pull**. However, the strength of an object's gravitational pull depends on its **mass**. The Earth is a huge object with an extremely high mass, so its gravitational pull is very strong.

Gravity pulls the paper ball downwards so it falls down.



The force of gravity pulls us down

Weight and Mass (they're not the same!)

Did you know that your weight can change?

If you went to the moon, you would weigh less because it is smaller than the Earth so there is less gravity! If you lived on Jupiter, you would weigh much more because it is bigger so has more gravity.

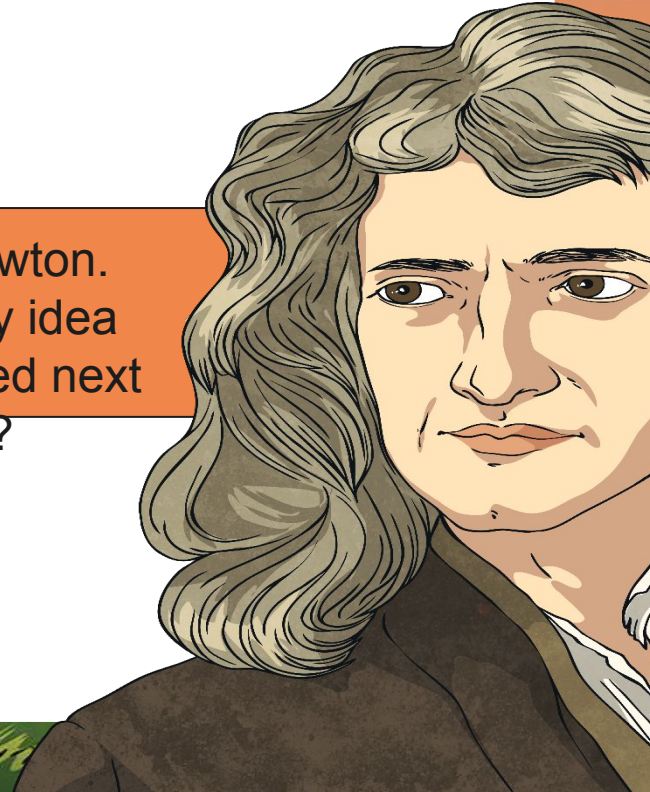
Now you haven't changed at all so your mass is always the same no matter where you go. But your weight changes with gravity so your weight changes depending on where you are.



Discovering Gravity



This is Isaac Newton.
Do you have any idea
why he is pictured next
to an apple tree?



Discovering Gravity



Isaac Newton famously developed his theory of gravity when he saw an apple fall to the ground from an apple tree

Read your **Newton and Gravity Fact Sheet** about his life and his theory.

Then answer the questions.

Newton and Gravity Fact Sheet



Isaac Newton was an English scientist and mathematician. He made many discoveries in his lifetime. One of the most important and influential discoveries that he made was the law of gravity.

Newton was born in 1643 at Woolsthorpe Manor in Lincolnshire. He worked hard at school, and was accepted to study at Cambridge University. He worked there for many years, but in 1666 the plague broke out and he was forced to move back to Woolsthorpe Manor.

While Newton was in the garden at Woolsthorpe Manor one day, he saw an apple fall from a tree. Some say it fell on his head but there is no evidence that this definitely happened. The sight of the apple falling down from the branch to the ground inspired Newton to think about the way it fell. Years later, he told his friend William Stukeley that he wondered why the apple fell down rather than sideways or upwards. He concluded there must be a 'drawing power' in the Earth and that 'the sum of the drawing power must be in the Earth's centre, not in any side of the Earth.'



Newton spent a lot of time thinking hard about the force of gravity, and how it pulls objects down towards the centre of the Earth. He was particularly interested in the way the Moon orbits the Earth, and he reasoned that gravity must extend over vast distances, pulling the Moon towards the Earth and keeping it in orbit.

In 1687, Newton published his discoveries about gravity in his famous book, *The Principia*. His findings are known today as Newton's Law of Universal Attraction.

Newton died in 1727, but his legacy lives on. All forces are measured in newtons (N), using a newton meter – both of which are named after Isaac Newton. Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'skinning spirit', and claimed he had one of the most brilliant minds of anybody who had ever lived.

Today the apple tree that inspired Newton's ideas still grows in the gardens at Woolsthorpe Manor, now owned by the National Trust. It can be seen from the window of the room that was Isaac Newton's bedroom.



planit

Science Year 2 (Primary Science) Lesson 2

Newton and Gravity Fact Sheet



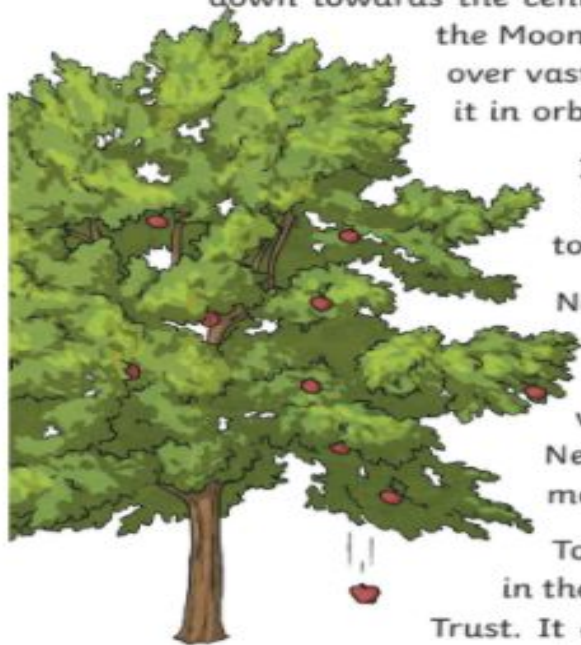
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Today, the apple tree that inspired Newton's ideas still grows in the gardens at Woolsthorpe Manor, now owned by the National Trust. It can be seen from the window of the room that was Isaac Newton's bedroom.



1. When was Isaac Newton born?

2. Why did Newton move from Cambridge to Woolsthorpe Manor?

3. What fruit did Newton see falling from a tree?

4. In which direction does gravity pull objects?

5. Why does the Moon stay in orbit around the Earth?

6. What are forces measured in?

7. What did Albert Einstein think of Isaac Newton?

8. What can still be seen from Isaac Newton's old bedroom window?

THURSDAY

Maths Task

Basic Skills

Literacy Task

Simplify these fractions

1. $\frac{10}{16} = \frac{5}{8}$ (Divide numerator and denominator by 2)

2. $\frac{20}{50} = \frac{4}{10} = \frac{2}{5}$ (Divide numerator and denominator by 5, then by 2)

$$\frac{18}{20} = \quad \frac{14}{24} =$$

$$\frac{3}{30} = \quad \frac{4}{40} =$$

$$\frac{10}{45} = \quad \frac{2}{6} =$$

$$\frac{5}{15} = \quad \frac{45}{50} =$$

Some verbs are irregular - that means you can't just add +ed to make the past tense. You need a new word.

1) Yesterday, I ~~find~~ 10 pounds on the floor.

2) Last week, we ~~learn~~ about flowers and seeds in science.

3) Two months ago, I ~~meet~~ a famous film star!

4) Last night, I ~~sleep~~ very badly it was too hot.

5) Yesterday, I ~~spend~~ £10 on a toy.

6) On Sunday last week, I ~~swim~~ for one hour.

Dojo Challenge

Can you find out how many miles it will take me to drive to Edinburgh and back?

28.1.21

XXVIII. I. XXI

Interview Technique



SPaG Starter: Persuasive Sentence Starters

OPENERS FOR PERSUASION

In conclusion

Having considered

Most people agree

Most importantly

The key reasons for

Surely you'd agree

In addition

Research shows

To support my view

In an ideal world

The evidence clearly shows

Despite... it's clear to see

It is obvious that

As you can see

Everyone knows that

In my opinion

Naturally I feel

Without a doubt

Only a fool would think

It is my strong belief

Unquestionably

It won't be long before

Choose something that you would like to persuade Mr Chalmers/Mr Greaves about.

It might be that we should have no homework, or we should never do maths again etc... you can choose.

Then, write 5 persuasive starters using these sentence stems.

EG) Everybody knows that homework is boring, useless and a waste of time.

It is my strong belief that we could spend our time doing different things.

Today, we will be thinking about how to interview somebody. Interviewing means asking questions to somebody and recording their answers.

We will choose somebody in our house that we would like to interview. Try and think of a topic for your questions..

For example, they could be all about that person's jobs? Or the holidays they've ever been on? Or what is was like for them at school?

As they tell you their answers, I would like you to write them down as quickly as you can. Journalists call this 'short-hand'.

Firstly, we need to plan our questions.



Ask better questions



	Is? Present	Did? Past	Can? Possibility	Would? Probability	Will? Prediction	Might? Imagination
What?						
Where?						
When?						
Who?						
Why?						
How?						

Here is a helpful grid to ask meaningful questions that will give deeper answers.

If your interviewee gives an answer that you would like more information on, you could use a phrase such as:

Could you expand on this?

Can you tell me more?

Create 6 questions you are going to ask.

This is how we will present out work...

Today, I am interviewing -----.

The topic of my interview is all about -----.

Question 1:

Answer 1:

Question 2:

Answer 2:

Question 3:

Answer 3:

It might help you to record your interview on an iPad or Phone. You do NOT have to share this on Dojo, but it might help you write up your interview afterwards?

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 28th January

Friend or Foe

Michael Morpurgo

Chapter 4 - Pages 61, 62, 63, 64



wondering if they had been seeing things that were not there.

By the time the convoy passed the cottage that evening and dropped them off, they knew that everyone thought they had invented the whole story. Even Mr Reynolds seemed dejected.

'Here you are,' said the officer as they jumped out. 'If it was a day off from school they wanted, Reynolds, then they certainly got it.'

'He didn't believe us,' said Tucky rather obviously as the trucks sped off up the lane.

'It's not your fault,' said Mr Reynolds, putting an arm round each of them. 'Maybe the plane wasn't as low as you thought, perhaps it managed to pull up.'

'We could have looked in the wrong places,' David said. 'The moor's a big place.'

'Course we could have, my dear,' said Mr Reynolds, ushering them in the door, 'but I don't think we did.' He didn't sound disbelieving or sarcastic, just weary.

'There was a plane, Mr Reynolds,' Tucky said as they were saying goodnight. 'We saw it, honest we did.'

'Course you did, Tucky. We both know you did,

don't we Ann? Off you go now; it's been a long day, you're tired, I'm tired and Ann is certainly tired. She's done the farm all by herself today. Let's think no more about it.'

But they did think about it; they thought about little else all week. Everyone in the village had heard about the search and at school the 'townies' were not allowed to forget about it. Everyone had made up his mind: the 'townies' had got themselves off school for a day by calling out the Home Guard, the army and a spotter plane on some cock-and-bull story about a bomber coming down on the moor. Tucky was not the warlike type, but he very nearly got himself in a fight when someone suggested it might have been a flying saucer they'd seen and that they'd all better keep their eyes open for little men from Mars. Mr Cooper stopped it just in time, but none the less people laughed about it openly, and for the first time since they came to the village David and Tucky felt alone again and separate from the other children.

Time and time again they went over what they had seen that night, and time and time again they convinced themselves it had been a plane, that the

engines had been spluttering and that it had been going down when the lights vanished. But every time they had to reconcile all that with the fact that no plane had been found, and all the reasoning in the world could not change that.

Ann tried hard to console them at home, explaining how easy it was to make mistakes, how often eyes could deceive.

'But we heard it as well, Ann. Both of us did,' said David.

Mr Reynolds stood up from the tea table and put on his hat. 'You still think there's a plane up there, don't you?'

'I know there is,' David replied.

'But we searched all day, Davey. There was nothing there.'

'Can't we try?' Tucky stood up. 'Can't we go and look for ourselves? I think we went too far away with the soldiers. It wasn't that far away. We heard those engines as if they were just over the cottage. I remember the windows shook.'

'Please, Mr Reynolds,' David added his support. 'Just one last chance, please.'

'All right, my dears, but I'll not be able to come with you. I've left the farm for one day this week,

and there's still a mass of work to catch up on. Farm doesn't work itself y'know and I can't leave it all to Ann now, can I?'

'It's Saturday tomorrow,' said Ann. 'It is lovely on the moor when it's fine, like it was today, and even if you don't find your plane, it would be a good walk anyway, no?'

'Only if it's fine, mind,' Mr Reynolds added, 'and you're not to go anywhere we haven't been together already. You'll have to turn around by midday. I don't want to call the army out again to come looking for you two on the moor. They may not be very keen to find you anyway.'

'Will they be safe, Jerry?' Ann looked worried.

'We've been up there often enough, I think. If the weather's right, they'll manage. I've told them and warned them often enough. 'Tis summer now, there's not much can go wrong if they stick to the tracks.'

It was fine again the next day, and the final search was on. It was still wet under foot as they tramped across the fields, but as soon as they reached the lower slopes of the moor, they felt the spring of the turf under their boots, and the higher they climbed the drier it became.

Prediction

The boys feel down because...

They don't feel part of the community anymore because...

Tucky and David are so keen to go and explore because...

I predict that when David and Tucky go on the Moor, they will find.....

After they find, I predict they will.....

I think this because...

Maths starter

Convert these improper fractions to a mixed number fraction

$$\frac{11}{2} =$$

$$\frac{45}{8} =$$

$$\frac{42}{5} =$$

$$\frac{15}{6} =$$

$$\frac{7}{5} =$$

$$\frac{86}{10} =$$

Multiplying Fractions by Whole Numbers

28.1.21
XXVIII.I.XXI

On Monday, we multiplied fractions by a whole number. Questions like these:

$$1 \text{ a. } \frac{1}{4} \times 5 =$$

$$2 \text{ a. } \frac{2}{6} \times 6 =$$

$$3 \text{ a. } 4 \times \frac{3}{12} =$$

$$4 \text{ a. } 5 \times \frac{3}{12} =$$

Remember:

Denominator stays the same.

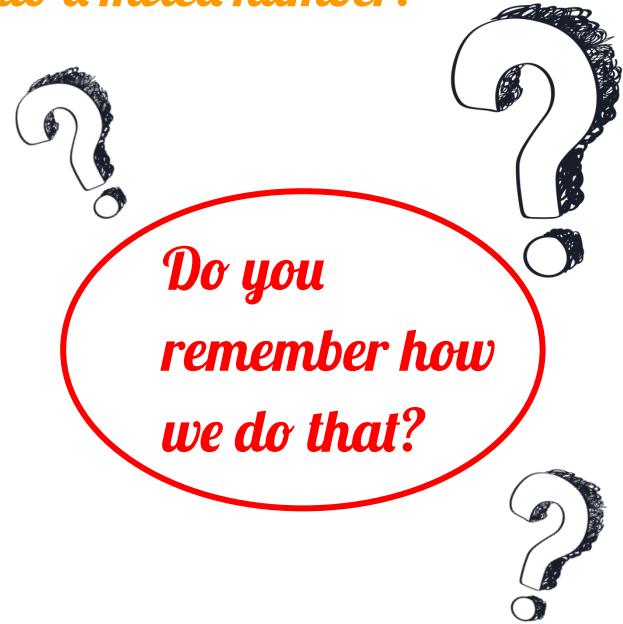
Multiply the numerator

Multiplying Fractions by Whole Numbers

28.1.21
XXVIII.I.XXI

So...can any of our answers from Monday be changed into a mixed number?

1 a.	$\frac{1}{4} \times 5 =$	$\frac{5}{4}$
2 a.	$\frac{2}{6} \times 6 =$	$\frac{12}{6}$
3 a.	$4 \times \frac{3}{12} =$	$\frac{12}{12}$
4 a.	$5 \times \frac{3}{12} =$	$\frac{15}{12}$



1. **FIRST**, multiply these fractions.
2. **THEN**, change them into a mixed number fraction

Guided Practice

1 Calculate.

(a) $\frac{1}{4} \times 8 =$

(b) $\frac{1}{4} \times 9 =$

(c) $\frac{1}{4} \times 11 =$

1. **FIRST**, multiply these fractions.
2. **THEN**, change them into a mixed number fraction

2 Calculate.

(a) $\frac{2}{5} \times 10 =$

(b) $\frac{2}{5} \times 11 =$

Workbook:

Have a go at these questions. *Remember to do it in two steps*

- Multiply these fractions.*
- THEN, change them into a mixed number fraction*

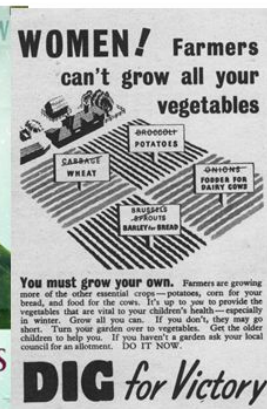
1 a. $7 \times \frac{1}{3} =$	1 b. $\frac{6}{10} \times 6 =$
2 a. $\frac{3}{5} \times 6 =$	2 b. $\frac{1}{5} \times 7 =$
3 a. $6 \times \frac{2}{6} =$	3 b. $2 \times \frac{2}{4} =$
4 a. $\frac{3}{10} \times 8 =$	4 b. $9 \times \frac{8}{9} =$



Comparing The Role of Women

28.1.21

What do you remember about the role of women during WW2?



The Role of Women Pre-World War II



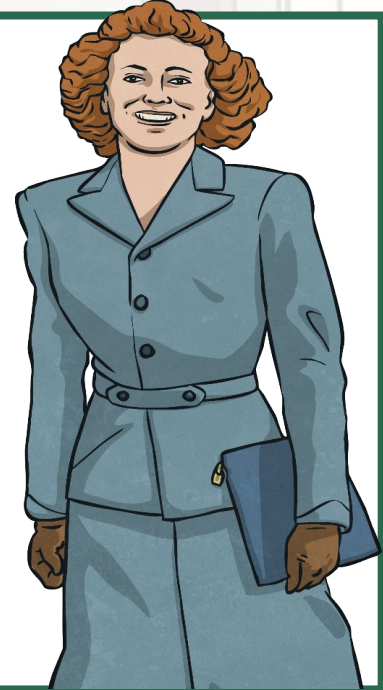
Life for most women before the war was quite different than it is today. Typically, most women stayed at home and did not go out to work.

Some younger women did go out to work but if they married, they had to give up their job. Women were paid less than men and they were generally only employed to do 'women's jobs', such as nursing or working as a shop assistant.

Men and women's roles were very stereotypical and even from a young age, boys and girls were brought up very differently.

Lessons in school taught girls how to cook, sew and look after the home while boys were taught woodwork and other practical skills to equip them for the workplace.

How do you think men and women felt about their roles?



Changing Roles

During the war, women were employed in a wide range of jobs. Some became munition factory workers (making weapons); others joined the armed forces (army, navy and air force); many worked as Land Girls; some drove buses or trains; some worked on the canals; they worked as nurses or ambulance drivers; they built ships and worked in other engineering industries; they worked as searchlight operators and some became air raid wardens.





After the War

Times were changing and women no longer accepted their inequality to men. They had proved during and after the war that they were just as capable as men and they wanted this to continue.

In the 1950s and 1960s, women campaigned for equal working rights and pay. In 1961 this finally began to happen.



What do you think life was like for women in Ancient Greece?



Your task:

To research the role of women in Ancient Greece and then create a detailed poster to share what you have found out.

You should include:

- *What kind of jobs did they do?*
 - *Was it different if they were rich or poor?*
 - *What were their legal rights*
 - *Were things fair for women?*
 - *Any interesting facts*
-
- *Compare life for women in Ancient Greece to women today. What's the same, what's different.*



Some good websites to explore:

https://www.ducksters.com/history/ancient-greece/womens_roles.php

<https://www.historyforkids.net/ancient-greek-women.html>

https://kids.kiddle.co/Women_in_Ancient_Greece

Hello!
FRIDAY

Maths Task

Simplify these fractions

1. $\frac{6}{12} =$ 2. $\frac{2}{8} =$ 3. $\frac{12}{36} =$

4. $\frac{4}{20} =$ 5. $\frac{3}{12} =$ 6. $\frac{2}{6} =$

7. $\frac{5}{20} =$ 8. $\frac{18}{30} =$ 9. $\frac{10}{20} =$

10. $\frac{12}{24} =$ 11. $\frac{20}{30} =$ 12. $\frac{18}{36} =$

Dojo Challenge

How long is the flight from London to New York?

Basic Skills

29.21

Literacy Task

Circle all the determiners in the sentence below.

The room had a window at either end.	There were five hundred angry protestors in the street.	It is our classroom, not yours.
Thank you kindly for your card.	I think that book has the best stories in it.	I like to go to the gym at least every few days.



29.1.21

XXIX. I. XXI

Greek Recount: Magpie Words



SPaG Starter: Noun Phrase News

Create 5 top story bulletins for the Noun Phrase news. Each sentence must use a noun phrase inside.
Expand before and after the noun.

A gigantic elephant with a colossal trunk has broken into a primary school in Liverpool.

The beautiful, elegant princess from Mexico has burnt her tongue on some soup.

Can you create 5 of your own?

Please feel free to either write your answers, or video them for
Dojo

After years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slayed by a heroic, fearless and courageous man named Perseus. Just hours ago, the returning hero (a 24 year old Greek man) responded to King Polydectes's challenge and agreed to destroy the wicked Medusa – a gorgon who turns warriors into stone.

The challenge had been set just one week ago when King Polydectes – a cruel dictator – had demanded that he marry Danae (the mother of Perseus). Due to her refusal, Polydectes threatened to imprison Danae for an extremely long time. However, in a stunning twist, Perseus approached the King and demanded his mother's freedom. Shocked and surprised, Polydectes set Perseus a heart-stopping challenge.

"I simply told him that if he wanted his mother to be free, he had to do me a favour," laughed the King when she spoke to the Athens Chronicle last week, "he just has to find, kill and bring me the head of the gorgon Medusa. If he really loves his mother, then he knows what to do!"

Polydectes, who had been on the throne for many years, knew exactly how dangerous this challenge was. Over the years, many courageous young men have approached Medusa and never returned. The gorgon, who has hair made of poisonous snakes, turns people into stone if they look into her eyes.

Let's re-read our recount - can you highlight 5 interesting words?

Although this challenge was colossal, Perseus agreed and set off on his quest. Firstly, he had to find the Grey Sisters (older than anybody can count). These vile, repugnant creatures knew exactly where Medusa was and were Perseus's only hope of finding her. The Old Sisters, who shared only one tooth between them, were found in their dreary home and were shocked to hear of Perseus's plan.

"We couldn't believe it, could we?" hissed one of the creatures, "we don't often get any visitors but he came to tell us all about his plan! We thought he was a very silly boy, but before we knew it he had tricked us into giving him the information he wanted!"

With Medusa's location now known, Perseus had nothing standing in his way. With his chest beating like a drum, he approached the gorgon's lair. The lair, which was dark and gloomy, was a maze filled with danger. Around every corner, Perseus did not know what he would find. Eventually, he caught a glimpse of the creature who was fast asleep. With extreme care, he turned his back towards the dozing beast and used his mirror for reflection. As he got within striking range, with one swift blow of his sword, Perseus beheaded Medusa and put the bloody head into his magic satchel and flew away from the scene, leaving the anguished cries of the serpent behind him.

Upon his return, Perseus realised he had arrived just in time. "As soon as I got back, I heard that the evil king Polydectes had threatened to kill my mother!!" he told local journalists, "well, if he wants to kill her, he'll have to kill me first!"

With great haste, he found the deceitful king chasing his mother across the dusty landscape. Filled with a burning rage, Perseus (an only child) defended his mother's honour by brandishing the severed head of Medusa and holding it directly in the eyeline of Polydectes.

"I knew I had to be quick and think fast," he told us, "as soon as I pulled the head out of the bag, that was the end of old Polydectes – he turned to stone instantly!"

Having rescued his mother and defeated an old, vicious tyrant, Perseus decided to set sail to Argos (his homeland).

"I'm so proud of my boy – he's a hero to us all!" beamed Danae, "he showed us all that nothing is impossible if you have the right attitude."

After years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slain by a heroic, fearless and **courageous** man named Perseus. Just hours ago, the returning hero (a 24 year old Greek man) responded to King Polydectes's challenge and agreed to destroy the wicked Medusa – a **gorgon** who turns warriors into stone.

The challenge had been set just one week ago when King Polydectes – a cruel dictator – had demanded that he marry Danae (the mother of Perseus). Due to her refusal, Polydectes threatened to imprison Danae for an **eternity**. However, in a stunning twist, Perseus approached the King and demanded his mother's freedom. Shocked and **flabbergasted**, Polydectes set Perseus a heart-stopping challenge.

"I simply told him that if he wanted his mother to be free, he had to do me a favour," laughed the King when she spoke to the Athens Chronicle last week, "he just has to find, kill and bring me the head of the gorgon Medusa. If he really loves his mother, then he knows what to do!"

Polydectes, who had been on the throne for many years, knew exactly how **hazardous** this challenge was. Over the years, many courageous young men have approached Medusa and never returned. The gorgon, who has hair made of **toxic** snakes, turns people into stone if they look into her eyes.

Let's re-read our recount - can you highlight 5 interesting words?

Although this **quest** was colossal, Perseus agreed and set off on his quest. Firstly, he had to find the Grey Sisters (older than anybody can count). These vile, **repugnant** creatures knew exactly where Medusa was and were Perseus's only hope of finding her. The Old Sisters, who shared only one tooth between them, were found in their dreary home and were shocked to hear of Perseus's plan.

"We couldn't believe it, could we?" hissed one of the creatures, "we don't often get any visitors but he came to tell us all about his plan! We thought he was a very silly boy, but before we knew it he had tricked us into giving him the information he wanted!"

With Medusa's location now known, Perseus had nothing standing in his way. With his chest beating like a drum, he approached the gorgon's lair. The lair, which was dark and gloomy, was a maze filled with danger. Around every corner, Perseus did not know what he would find. Eventually, he caught a **glimpse** of the creature who was fast asleep. With extreme care, he turned his back towards the **dozing** beast and used his mirror for reflection. As he got within striking range, with one swift blow of his sword, Perseus **beheaded** Medusa and put the **blood-spattered** head into his magic satchel and flew away from the scene, leaving the anguished cries of the serpent behind him.

Upon his return, Perseus realised he had arrived just in time. "As soon as I got back, I heard that the evil king Polydectes had threatened to kill my mother!!" he told local journalists, "well, if he wants to kill her, he'll have to kill me first!"

With great haste, he found the **deceitful** king chasing his mother across the dusty, **barren** landscape. Filled with a burning rage, Perseus (an only child) defended his mother's honour by **brandishing** the **severed** head of Medusa and holding it directly in the eyeline of Polydectes.

"I knew I had to be quick and think fast," he told us, "as soon as I pulled the head out of the bag, that was the end of old Polydectes – he turned to stone instantly!"

Having rescued his mother and defeated an old, vicious tyrant, Perseus decided to set sail to Argos (his homeland).

"I'm so proud of my boy – he's a hero to us all!" beamed Danae, "he showed us all that nothing is impossible if you have the right attitude."

Glimpse - a short look

Dozing - sleeping

Beheaded - chopped the head off

Blood-spattered - covered in blood

Deceitful - tells lies

Barren - nothing grows

Brandishing - holding

Courageous - brave

Gorgon - mythical creature with snakes

Eternity - forever

Flabbergasted - very shocked

Hazardous - dangerous

Toxic - poisonous

Quest - challenge/journey

Repugnant - disgusting

Severed - cut off

Your task...

Create 10 sentences with relative clauses in, using one of our new magpie words.

The warrior, **who was brandishing an ancient sword,** ran towards the village.

From the author of WAR HORSE

MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 29th January

Friend or Foe

Michael Morpurgo

Chapter 4 - Pages 65, 66, 67, 68, 69



They navigated by following the line of the highest tor they could see from the bedroom window. The plane had vanished somewhere in line with that. 'Yes Tor' Mr Reynolds had called it.

Tucky was stronger and went on ahead, setting a fast pace, while David kept him going in the right direction from behind. They climbed rocky river valleys following the streams, but always when they had struggled up one valley there was another beyond, and Yes Tor seemed to have come no closer. At every hilltop they paused to catch their breath and search the vast emptiness of the moor. There were sheep enough, and they recognised the red mark of Hamleigh Farm they had marked Mr Reynolds' sheep with. Occasionally a group of sturdy brown ponies came in close to them but moved away as they approached them. But there was no aeroplane and no German pilots.

Sweaty and tired, they sat on top of a cairn eating the sandwiches Ann had made for them. The early optimism of the morning had gone, and the flies would not leave them alone. David looked at the watch Ann had lent him.

'After eleven already. An hour more and we'll have to give up and turn round.'

'Not worth going on,' said Tucky. 'We'll never find it, because it's not here. It never did crash. They're right, there's nothing here. Let's go back and forget about it.'

'One more hour, Tucky, that's all. Then we'll turn back, all right? We've come this far, we might as well finish it. There's a chance.' David was just as dejected as Tucky, but the thought of those children at school laughing at them next week, the thought of the look on their faces if they did find something – that was enough to drive him on.

At mid-day, under a blazing sun, having nothing but a few lizards in sight, they finally turned round and headed back towards the farm. Both of them had given up now, but David was still not going to admit it. As a matter of course they still searched the valleys and hills around them, but they were just retracing their steps and all hope had gone. They wanted only to get off the moor and forget the whole business.

As far as possible they followed the same tracks, but they took some short cuts as they trudged back down the hills, recognising landmarks ahead and making straight for them across country. On the way out they had kept close to the paths Mr

Reynolds had shown them, but on the way back nothing seemed to matter any more and they just wanted the quickest route home.

David was leading by now, and Tucky trailed behind him, dispirited and silent. But it was Tucky who suggested that instead of following the river to the stepping stones at the foot of the valley, they might as well cross higher up and cut off over the moor.

Tucky was first in the water, holding his boots and socks up above his head. 'S'easy,' he said. 'Come on, you can do it.'

'Too fast for me,' said David, watching the water foaming furiously round Tucky's legs. 'I'll go on down to the stepping stones and cross there, like before.' David wasn't scared, it was just a feeling that the water looked too fast as it whipped round the rocks. Tucky was jumping from stone to stone, and when he got to the middle he turned round and waited for David to join him. David managed it to the middle and they stood on the rock and looked at the gap they had to jump.

'I'll go first,' Tucky shouted over the roar of the water. The gap yawned wide, frothing and swirling, but Tucky leapt and landed easily enough

Comprehension: Inference

1. Find evidence in the text that the boys were exhausted.

2. Why did the 'thought of the children at school' make David want to keep searching?

3. In the bottom paragraph of the second page, what verb tells you the boys felt down?

4. On page 3, how can you tell that David is a more cautious person than Tucky?

5. What word in paragraph 1 of page 4 tells you that he is balanced in an unsafe way?

6. 'His boots seemed' heavy - what do you think is happening to David here?

7. How can you tell Tucky is shocked by what is happening on the final page?

8. What are the two rhetorical questions in the final paragraph?

water poured into his mouth cutting him short. The more he kicked the deeper down he went. He came up again, arms flailing. Tucky was standing there watching, his mouth wide open.

An arm was around his neck and another under



his shoulders, and he was being dragged back against the force of the water. He struggled, but the grip tightened fiercely and he was pushed under the water. I'm drowning, he thought, and Tucky's just standing there. He can swim, I've seen him at Birchington. Why doesn't he help me? Why doesn't Tucky help?

on the plateau of rock on the other side. He turned, balancing precariously, and beckoned David. David screwed himself up for the jump, trying not to look down into the water.

'Jump upwards,' he said to himself. Once he nearly went but he held back at the last moment.

'Come on, Davey. You can do it. Just jump.'

David took a deep breath and jumped, but his foot slipped behind him on the rock and he fell forward into the water. He heard Tucky shouting, and looked up to see his out-stretched hand. His feet struck out in panic and the water pulled him away. His fingers reached out for the rock above him, but then the water closed in over him and he was dragged irresistibly downwards. He tried to cough the water out of his lungs, but more was coming in all the time and he couldn't seem to do it. He came up once into the brightness of the sun and Tucky was running along the bank screaming something at him. Then the water whisked him round, his back thudded into a rock and he was underwater again, and his boots seemed heavy.

Then he remembered he could not swim, and it came to him coldly that if he could not swim, then he would drown. He screamed in his terror and the



TIMES TABLE TEST 1

1) $8 \times 2 = \underline{\quad}$

2) $0 \times 8 = \underline{\quad}$

3) $4 \times 8 = \underline{\quad}$

4) $8 \times 1 = \underline{\quad}$

5) $8 \times 5 = \underline{\quad}$

6) $3 \times 8 = \underline{\quad}$

7) $8 \times 8 = \underline{\quad}$

8) $7 \times 8 = \underline{\quad}$

9) $8 \times 10 = \underline{\quad}$

10) $8 \times 6 = \underline{\quad}$

11) $9 \times 8 = \underline{\quad}$

12) $8 \times 8 = \underline{\quad}$

13) $8 \times 4 = \underline{\quad}$

14) $2 \times 8 = \underline{\quad}$

15) $5 \times 8 = \underline{\quad}$

16) $8 \times 3 = \underline{\quad}$

17) $8 \times 7 = \underline{\quad}$

18) $6 \times 8 = \underline{\quad}$

19) $8 \times 0 = \underline{\quad}$

20) $10 \times 8 = \underline{\quad}$

21) $\underline{\quad} \times 8 = 24$

22) $8 \times \underline{\quad} = 8$

23) $8 \times \underline{\quad} = 80$

24) $\underline{\quad} \times 8 = 32$

25) $\underline{\quad} \times 8 = 48$

26) $\underline{\quad} \times 8 = 16$

27) $8 \times \underline{\quad} = 56$

28) $8 \times \underline{\quad} = 40$

29) $\underline{\quad} \times 8 = 72$

30) $8 \times \underline{\quad} = 64$

Times table starter



01:00



*How many can you
answer in 1 minute?*

Ready...

8

TIMES TABLE TEST 1

1) $8 \times 2 = 16$

2) $0 \times 8 = 0$

3) $4 \times 8 = 32$

4) $8 \times 1 = 8$

5) $8 \times 5 = 40$

6) $3 \times 8 = 24$

7) $8 \times 8 = 64$

8) $7 \times 8 = 56$

9) $8 \times 10 = 80$

10) $8 \times 6 = 48$

11) $9 \times 8 = 72$

12) $8 \times 8 = 64$

13) $8 \times 4 = 32$

14) $2 \times 8 = 16$

15) $5 \times 8 = 40$

16) $8 \times 3 = 24$

17) $8 \times 7 = 56$

18) $6 \times 8 = 48$

19) $8 \times 0 = 0$

20) $10 \times 8 = 80$

21) $3 \times 8 = 24$

22) $8 \times 1 = 8$

23) $8 \times 10 = 80$

24) $4 \times 8 = 32$

25) $6 \times 8 = 48$

26) $2 \times 8 = 16$

27) $8 \times 7 = 56$

28) $8 \times 5 = 40$

29) $9 \times 8 = 72$

30) $8 \times 8 = 64$

How did you do?

Multiplying fractions

29.1.21

XXIX.I.XXI

Yesterday, we were multiplying fractions.

We found that there were two steps for our questions.

- 1. FIRST, multiply these fractions.*
- 2. THEN, change them into a mixed number fraction*

Multiplying fractions

29.1.21

XXIX.I.XXI

Let's practise what we did yesterday

$$6 \text{ a. } 5 \times \frac{5}{6} =$$

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

Remember the two steps:

- 1. **FIRST**, multiply these fractions.*
- 2. **THEN**, change them into a mixed number fraction*

Were we right?

$$6 \text{ a. } 5 \times \frac{5}{6} = \frac{25}{6} \quad 4 \frac{1}{6}$$

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

Remember the two steps:

- 1. FIRST, multiply these fractions.*
- 2. THEN, change them into a mixed number fraction*

More practise

$$1 \text{ a. } \frac{1}{8} \times 10 =$$

$$1 \text{ b. } 3 \times \frac{7}{2} =$$

$$2 \text{ a. } 7 \times \frac{6}{10} =$$

$$2 \text{ b. } 4 \times \frac{5}{8} =$$

$$3 \text{ a. } \frac{5}{8} \times 6 =$$

$$3 \text{ b. } \frac{7}{2} \times 6 =$$

$$4 \text{ a. } 6 \times \frac{6}{10} =$$

$$4 \text{ b. } 7 \times \frac{1}{5} =$$

$$5 \text{ a. } \frac{2}{9} \times 6 =$$

$$5 \text{ b. } 3 \times \frac{7}{2} =$$

Remember the two steps:

- FIRST**, multiply these fractions.
- THEN**, change them into a mixed number fraction

29.1.21
XXIX. I. XXI

Mission: Response



CHRIST CALLS YOU TO MISSION

<https://www.youtube.com/watch?v=Modb0SR97IU&t=24s>

In 2018, A Bishop named Robert Barron visited the UK from America. He came over to tell us all how we have a mission every day.

Some key messages..

'When Christ is the centre of our lives, the rest of our lives fall into harmony.'

This means...

'The most sacred words of the mass are 'Go forth, the mass has ended'

This means...

'We who believe in Jesus Christ have an enormous responsibility to proclaim him'

This means....

'Having received the body of the lord, we are now sent out'

This means...

'You don't need to travel the oceans to enter a mission. Go outside the doors of any Church and you are on a mission.'

This means...

'Those who have been christified at the Mass, are now sent to christify the world.'

This means...

'Go and bring the light that you have seen.'

This means...

Your job is show understanding of Bishop Barron's words. Watch the video, read the messages and explain what they represent to you.

What can I do to live out Jesus' mission in a simple way each day?

LIST THREE SIMPLE WAYS, YOU CAN ANSWER THE CALL TO MISSION EVERY DAY.

1)

2)

3)