

# Year 5

## *Remote Learning Pack*

**Week 6** (*8th-12th February*)



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.

There will be at least **5** lessons a day. The video lessons will be uploaded at **9:00, 9:25, 10:25, 11:00 and 1:15**

MONDAY

## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

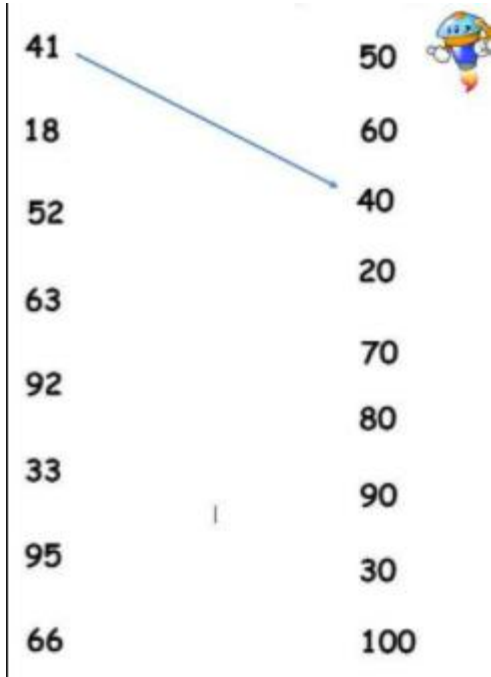
11:15 - 12:15 Maths

LUNCH

1:15 - 2:00 - PSHE

2:00 - 2:45 - RE

## Maths Task - Match the number to the nearest 10



# Basic Skills

## Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

explanation  
 familiar  
 foreign  
 forty  
 frequently  
 government

Dojo Challenge - Create 3 alliteration newspaper headlines  
 EG) BIG BEAUTIFUL BADGER BALANCES BALL

# The Greek Times: Comprehension

SPaG Starter: Modal Verbs

will would should could  
may can shall must might

Can you write 6 sentences that each have a modal verb in them?  
Remember, modal verbs tell us the POSSIBILITY of the verb happened.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

# THE GREEK TIMES

## GREEK MAN GLORIOUSLY DEFEATS WICKED GORGON MEDUSA

Today, we will read another newspaper report about Perseus and Medusa. This article is extremely important - we will magpie the structure for our own piece of writing this week.

**After years and years of terrorising the residents of Greece, the devious gorgon Medusa has finally been**

**slayed by a heroic, fearless and courageous man named Perseus.** Yesterday at 4pm, the dashing hero triumphantly returned to Athens with the head of the beast in his sack.

Perseus's mission to destroy the stony-eyed beast with toxic snakes on her head was set for him by King Polydectes, who was desperate to marry Danae (Perseus's mother). However, the King received the shock of his life yesterday when the brave warrior actually returned safe, well and unharmed.

This whole saga began when Perseus, who loves a challenge, was sent on a dangerous quest by the wicked King Polydectes. Due to her beauty, Polydectes wanted to marry Danae (Perseus's mother) and was desperate to make her his wife. However, Danae rejected this offer because the king was wretched, repugnant and revolting! After this, the King decided he would imprison Danae for eternity after she had embarrassed him. "She can rot in jail for all I care!" boasted the King, "she made me look very silly indeed and she will pay for it!". When Perseus heard of this cruelty, he marched to the palace to plead for his mother's release. King Polydectes agreed although he told Perseus he would have to bring him the head of Medusa if he wanted to see his mother again. Polydectes, who knew how dangerous it was, set Perseus off

With hope in his heart, Perseus began the long journey to free his mother. However, he first had to visit the grey sisters to find out where Medusa was. These sisters were ancient, foul and had only one eye between them. After he received the information, Perseus was on his way. "Once I'd visited the grey sisters, I knew I was getting closer and closer," he told us, "I knew the next step of my adventure was coming face-to-face with Medusa." Using his magic, flying slippers and the cape of invisibility, Perseus soared through the bright blue sky and landed elegantly within striking distance of the gloomy, dark lair that Medusa lived in. Perseus, with his heart beating like a drum, approached the cave.

"I knew I'd have to be quick!" explained Perseus, "there was no time to dilly dally - I had a job to do." Slowly and carefully, the hero crept into the cave. "The silence was suffocating, I could hear a single drip in the distance but that was it." Using his shield as a mirror, Perseus slowly backed up towards the sleeping beast. Medusa, whose hair was made of toxic snakes, was asleep on the hard, rocky floor. "I knew she could wake up at any second, it was nerve-racking!" reported Perseus. With one great strike of his sharp, jagged blade, the gorgon was decapitated and let out an anguished, blood-curdling cry that was heard for miles around. Perseus knew he had no time to waste since Medusa's sisters were still lingering in the darkness. With great haste, he stashed her head inside his magic satchel and plotted his escape. His next and final stop would be to rescue his imprisoned mother who was still held captive by Polydectes.

Staggeringly, upon his return, Perseus caught the tyrant Polydectes in pursuit of his dear mother. As quick as a flash, Perseus revealed the severed head of the beast and turned Polydectes into a gigantic, rage-filled statue for eternity. After a big hug, his mother had been saved. "I knew he'd never let me down!" beamed Danae, "every day, I waited patiently for my brilliant boy to return!". What next for our hero Perseus? Some have suggested he might retire in the stunning, picturesque mountains of Athens. Others have thought he might sail home to the place of his birth? "You will have to keep on guessing," he wryly smiled, "who knows where I'll end up next?"

# Comprehension: The Greek Times

Text Structure

Author Intent

SPaG

Comparison

1. Summarise the purpose of paragraph 1.
2. Summarise the purpose of paragraph 2.
3. Summarise the purpose of paragraph 3.
4. Summarise the purpose of paragraph 4.
5. Summarise the purpose of paragraph 5.
6. Who do you think will want to read this article?
7. What has the journalist written this article? What is its purpose?
8. Find an example of direct speech in the article.
9. Find an example of a rhetorical question in the text? Why has the author includes this?
10. Find 3 synonyms for said in this article.
11. How is this newspaper report different to a story?

From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE



Guided Reading - 8th February

*Friend or Foe*

Michael Morpurgo

Chapter 6





## CHAPTER 6

'WAVE,' DAVID SHOUTED. 'WAVE AT HIM.' AND Tucky obeyed instinctively, waving after the plane as it banked and came in for a second run. David gave the thumbs-up sign and the 'V' for victory. 'Look happy, Tucky, smile at him.'

The spotter plane swept down even lower this time, and they could see the pilot waving back at them, and the two boys waved after it as it waggled its wings in salute. Tucky glanced down at the Germans' shelter, but there was no sign of them, and by the time he looked up again, the plane was climbing fast over the moor and turnings towards the south.

'What if they saw?' Tucky tugged at David's

elbow. 'What if they saw the Germans?'

'They didn't, they couldn't have.' David was almost sure. 'We're two boys out with our dog on the moor, nothing wrong in that, is there?'

'And that shelter, what about the shelter?'

David didn't have the time to answer. 'So, you told them about us.' The boys swung round at the sound of the German's voice. He was standing up by the shelter, his greatcoat pulled up under his chin.

'No, mister, we didn't tell no one. Honest,' Tucky sounded frightened.

'Honest?' He came towards them. 'And the plane? The plane was not sent? You told no one?'

'No one,' said David firmly, moving closer to Tucky. 'We kept it a secret. I didn't want to, but he did, and we told no one.'

'But you were waving,' the airman went on. 'You wanted them to see you, to see us.'

David shook his head. 'Do you think we'd want to be caught giving food and blankets to Germans? Do you? We were waving to show them we weren't in any trouble. That's all.'

He looked hard at both of them, and then went back to the shelter to talk with his friend who had

crawled out by now. For some minutes they talked agitatedly in German, and the boys stood and waited. Finally he came back towards them.

'You are right,' he said. 'I am sorry it is like this for you. My friend, Gurt, he says we should trust you. He says you have already done enough to pay me for yesterday. He says we should not ask you to help your country's enemies. You would have trouble if you were caught, no?' David nodded. 'We just ask you one more thing. Then no more. Tomorrow we will try to cross the moor to the sea. My friend is no better. His cough is worse, and his leg is not good, but we must try. We need one more day to gain our strength. We need one more good meal, and some drink - brandy perhaps, to keep us warm inside. Can you do this for us?'

David and Tucky looked at each other. 'This'll be the last?' said David. 'There'll be no more?'

'You have my word. It is the last.'

'All right, mister. We got to go now. We'll be back this time tomorrow,' and David whistled for Jip who was sniffing the blankets. 'Come on, Jip.'

'Thank you again, my friends,' the German said, and his friend by the shelter smiled weakly and waved his thanks.

# Monday: Comprehension

1. Why do you think the boys waved at the RAF plane?
2. "So, you told them about us?" - How do you think the German is feeling when he says this? Why?
3. For some minutes, they talked 'agitatedly' in German - what do you think agitatedly means?
4. What is the 'last thing' that the Germans ask for?
5. How do the Germans plan to escape?
6. What is the name of the injured German?
7. "You have my word. It'll be the last," - What does this phrase mean?
8. What is Jip doing at the end of the extract?

# Maths starter

8.2.21

VIII.II.XXI

1.ح

Add together:  
one 1p, and one £1.

2.ح

Add together:  
one 2p, and one 10p.

3.ح

Add together:  
one 2p, one 50p, and two £2's.

4.ح

Add together:  
two 50p's, one £1, and one £2.

5.ح

Add together:  
one 2p, two 20p's, and one £1.

6.ح

Add together:  
one 5p, three 10p's, and one £1.

7.ح

Add together:  
two 2p's, one 10p, one 20p, and  
one £2.

8.ح

Add together:  
three 1p's, one 5p, and one 50p.

9.ح

Add together:  
one 1p, two 2p's, one 5p, two  
10p's, and one £2.

10.ح

Add together:  
two 2p's, one 5p, two 20p's, one  
50p, and one £1.

11.ح

Add together:  
two 1p's, one 2p, two 5p's, one £1,  
and one £2.

12.ح

Add together:  
two 1p's, two 5p's, one 20p, one  
£1, and two £2's.

# Maths starter

1.ح

£1.01

2.ح

£0.12

3.ح

£4.52

4.ح

£4.00

5.ح

£1.42

6.ح

£1.35

7.ح

£2.34

8.ح

£0.58

9.ح

£2.30

10.ح

£1.99

11.ح

£3.14

12.ح

£5.32

# Calculating Perimeter

## Lesson 8

8.2.21

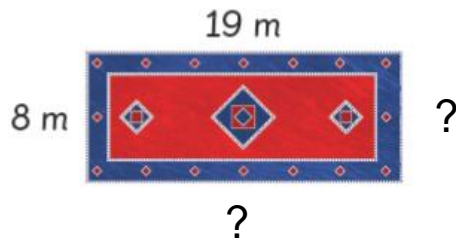
VIII.II.XXI

### In Focus

A rectangular carpet is used to cover the floor of the room.

The carpet has a length of 19 m and a width of 8 m.

What is the perimeter of the carpet?



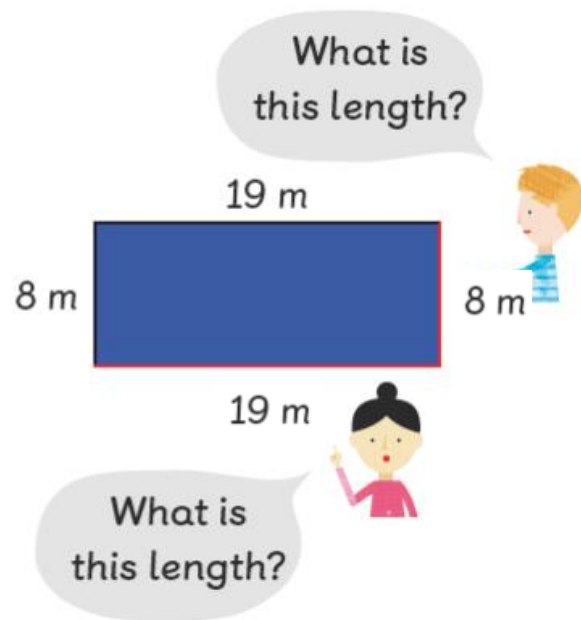
What is this length?

What is this length?



*Could we complete the diagram first to help?*

## Let's Learn

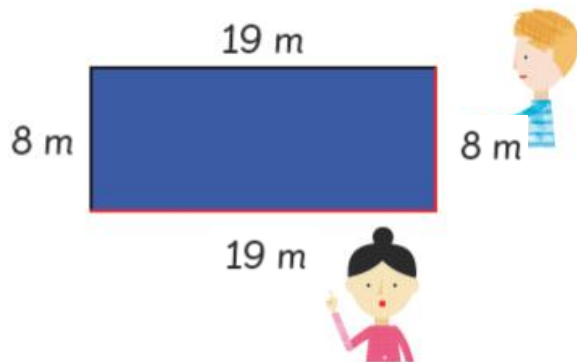


## Let's Learn

1 Find the perimeter of the carpet.

$$19 \text{ m} + 8 \text{ m} + 19 \text{ m} + 8 \text{ m} = \square \text{ m}$$

The perimeter of the carpet is  $\square$  m.

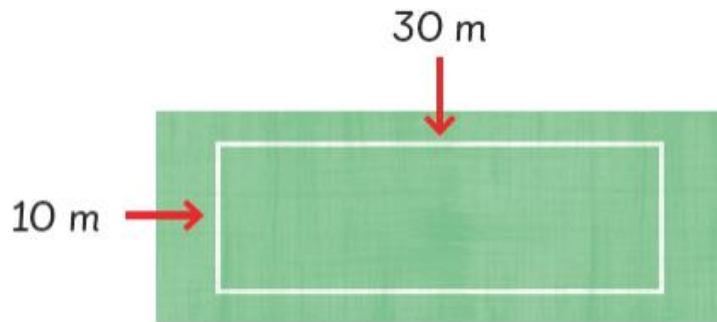


## Guided Practice

A section of a field is marked out with white paint.

What is the perimeter of this section?

Perimeter =  m

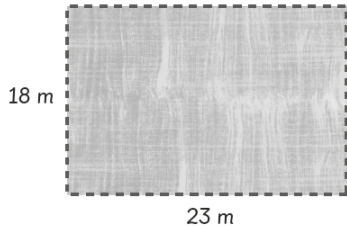




## Calculating Perimeter

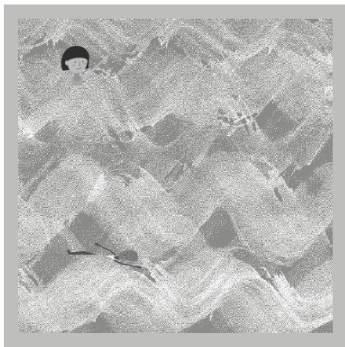
Find the perimeter. Show your work clearly.

- 1 A plot of land has a length of 23 m and a width of 18 m. What is the perimeter of the plot of land?



The perimeter of the plot of land is  m.

- 2 A square swimming pool has a length of 26 m. What is the perimeter of the swimming pool?



*Find 4 rectangular objects in your house. Find out the length and the width and then work out the perimeter*

name of object	length of object	width of object	perimeter of object
	about <input type="text"/> cm	about <input type="text"/> cm	about <input type="text"/> cm
	about <input type="text"/> cm	about <input type="text"/> cm	about <input type="text"/> cm
	about <input type="text"/> cm	about <input type="text"/> cm	about <input type="text"/> cm
	about <input type="text"/> m	about <input type="text"/> m	about <input type="text"/> m



RE: LF1 –  
The story of Passover

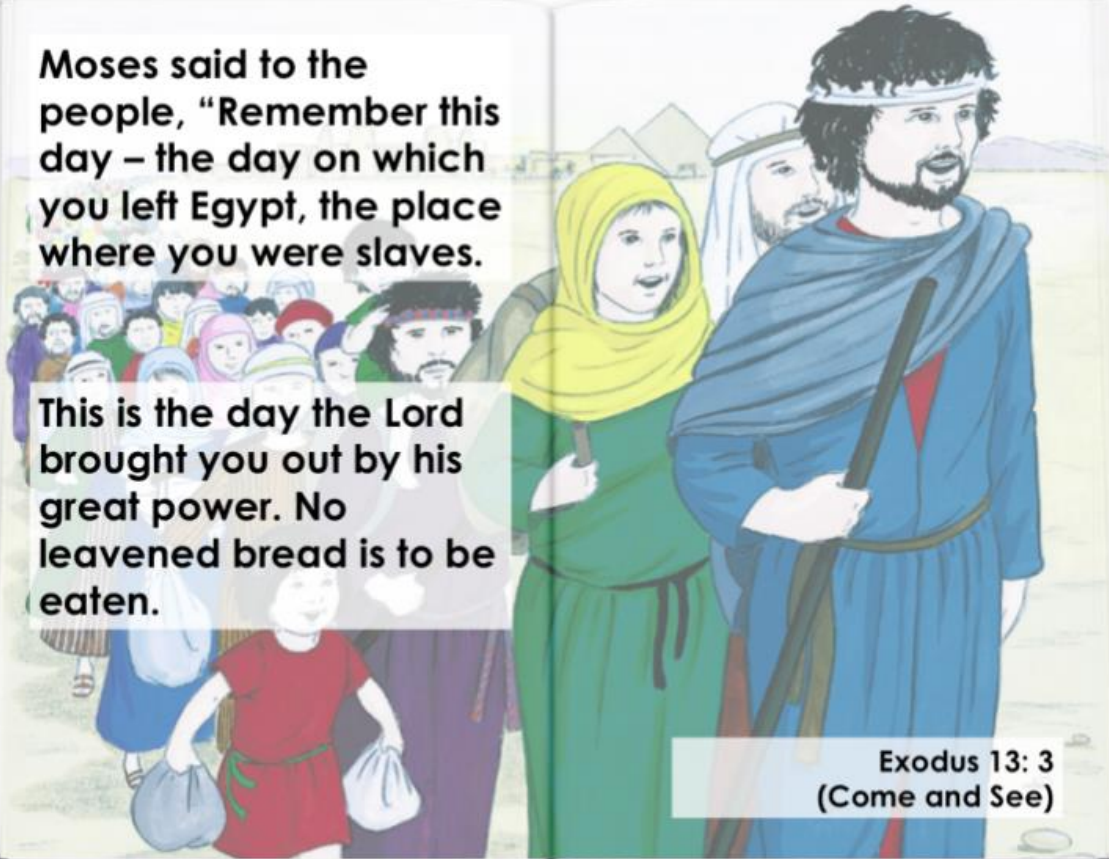
*Let's listen to the story*



[https://www.youtube.com/watch?v=Y0oW\\_YVEqOU](https://www.youtube.com/watch?v=Y0oW_YVEqOU)

**Moses said to the people, "Remember this day – the day on which you left Egypt, the place where you were slaves.**

**This is the day the Lord brought you out by his great power. No leavened bread is to be eaten.**



**Exodus 13: 3  
(Come and See)**

# Key questions

- Why did the Israelites want to leave Egypt?
- How were they being treated by Pharaoh?
- How was Moses convinced to help the Israelites?
- How do you think Moses felt approaching Pharaoh?
- Why is the Jewish celebration of this event called Passover?
- Why do you think the Jewish people celebrate Passover every year?

## Challenge:

- How do you think the Israelites felt knowing that God had sent Moses to save them?

Dreams and Goals of  
other people



How do you think this  
boy's life is different  
to yours?



Do you think your  
dreams and ambitions  
are the same as this  
girl's?



What do you think  
this boy's goal is?



# Mary I

Hello my name is Mary and I live in a country called Kenya. My home is in a little village in the countryside. I am 10 years old. I live with my parents. I have a big family. I have 4 older sisters who are married with children of their own. We all live together.



It can take me an hour to walk to my school. There are no buses where I live. School starts early at 8am but finishes around 2pm. There are lots of children in my class. The classroom is basic. In most lessons we listen and repeat what the teacher says. We don't have computers or many books to use. I enjoy school and one day would like to go to University. There are lots of different jobs in the city I might like to do when I am older. One day I will find a husband and have children.

After school I need to help my family with all the chores. We have a goat and a few chickens which give us milk and eggs. My father also grows a lot of our own food. My job is to get the water from the well for the crops and livestock. I have to walk to the well and back. The water is heavy to carry in buckets and bottles. My house doesn't have a water supply. After that I help my mother and sisters prepare our evening meal, clean the house, and look after the children.



Although we work hard, we do have time to enjoy ourselves too. We often play games together. My favourite game is football.

In the evening we tell stories and sing songs. We don't have a television set so we keep ourselves amused in different ways. I am very close to my family and the time we spend together is very important to me.



1. How is the life of Mary 1 the same as yours?
2. How is the life of Mary 2 different from yours?
3. What aspirations/dreams might she have?
4. How are her dreams the same/different to yours?

## Mary 2

Hello my name is Mary and I live in a country called Kenya. My home is in a big city called Nairobi. I am 10 years old. I live with my parents and my younger brother. Nairobi is Kenya's capital city with over 3 million residents. I live in a house in a nicer part of the city where there are many shops, parks and lots of things to see and do. My home is very modern and Mum and Dad like to decorate in the newest styles and fashions, and have the latest technology. We have a maid who Mum pays to do all the cooking and cleaning.



I go to a private school in the city. My parents earn enough to pay for me to go to this school. They say I will get a better education. My mother takes me to and from school in her car. She is a bank manager and my father is a doctor. School starts early at 8am but finishes around 2pm. In my class there are 19 other girls. They are my friends. My favourite lesson is Information Technology when we get to use the I-pads and classroom computers. When I am older, I would like to be a computer programmer because I am very good at coding. I enjoy school and would like to go to University, maybe overseas, so I can experience a different country. One day I might find a husband and have children, but for now I would rather focus on my dream of having a career in computing.

I am in the school football team and after school we sometimes play other schools. Last year my school won the local school championship. Most evenings I have to do a lot of homework, but I'm lucky as I have my own computer to use. After homework I'm allowed to watch TV or Netflix. Sometimes we go out to the cinema or theatre and have a nice meal in a restaurant. For a treat Dad sometimes orders a take-away or we go to a fast-food restaurant.



I love sleep-overs with my friends from school where we listen to the latest music and make up dances to our favourite songs.

I also enjoy playing games on the computer and we have an X-box and a PlayStation at home. Mum thinks it's a waste of my time, but by playing the games I am learning how to make a really good one. One day I would like to create a computer game that is popular all over the world.



1. How is the life of Mary 2 the same as yours?
2. How is the life of Mary 2 different from yours?
3. What aspirations/dreams might she have?
4. How are her dreams the same/different to yours?

The key message of this lesson is...

HAPPY  
TUESDAY

### Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - Internet Safety Day

2:15 - 2:25 - Collective Worship  
(dojo)

# Basic Skills

## Maths Task - Rounding

Round each number to the nearest hundred.

- |        |       |         |       |
|--------|-------|---------|-------|
| 1) 861 | _____ | 6) 621  | _____ |
| 2) 426 | _____ | 7) 699  | _____ |
| 3) 415 | _____ | 8) 313  | _____ |
| 4) 981 | _____ | 9) 371  | _____ |
| 5) 436 | _____ | 10) 549 | _____ |

## Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

guarantee  
harass  
hindrance  
identity  
immediate

### Dojo Challenge -

Create 3 pieces of direct speech that Professor Wibblewaffle might say..



# Building The Article: Describing The Challenge

**SPaG Starter** - Can you create an interesting sentence starter to add to these main clauses?

-----, the wizard looked out to the sea.

-----, Jess tried her hardest to chew it.

-----, the shoes fell from the shelf.

-----, Mika's voice started to wobble.

-----, the girls' attitude wasn't good enough!

Last week, we created our opening paragraph. We answered the 5 W's and gave our readers an introduction to the story.

This week, we will build our article adding one paragraph every day.

Remember, each paragraph has a purpose. It tells us about a certain part of the story.

Today, our paragraph will focus on how your hero was set his/her challenge.

*Our model story is about Perseus and Medusa - you will adapt these paragraphs to your own characters.*

This whole saga began when Perseus, who loves a challenge, was sent on a dangerous quest by the wicked King Polydectes. Due to her beauty, Polydectes wanted to marry Danae (Perseus's mother) and was desperate to make her his wife. However, Danae rejected this offer because the king was wretched, repugnant and revolting! After this, the King decided he would imprison Danae for eternity after she had embarrassed him. "She can rot in jail for all I care!" boasted the King, "she made me look very silly indeed and she will pay for it!". When Perseus heard of this cruelty, he marched to the palace to plead for his mother's release. King Polydectes agreed although he told Perseus he would have to bring him the head of Medusa if he wanted to see his mother again. Polydectes, who knew how dangerous it was, set Perseus off on his way.

# Let's think about what each sentence's job is..

This whole saga began when Perseus, who loves a challenge, was sent on a dangerous quest by the wicked King Polydectes.

Due to her beauty, Polydectes wanted to marry Danae (Perseus's mother) and was desperate to make her his wife.

However, Danae rejected this offer because the king was wretched, repugnant and revolting!

After this, the King decided he would imprison Danae for eternity after she had embarrassed him. "She can rot in jail for all I care!"

boasted the King, "she made me look very silly indeed and she will pay for it!".

When Perseus heard of this cruelty, he marched to the palace to plead for his mother's release.

King Polydectes agreed although he told Perseus he would have to bring him the head of Medusa if he wanted to see his mother again. Polydectes, who knew how dangerous it was, set Perseus off on his way.

1. Introduction sentence about who set the challenge (use a relative clause!)

2. Tell us what had upset the King in the first place.

3. Tell us who had rejected the King and why..

4. Tell us what the King did to that person and for how long.

5. Split Speech telling us the King's reaction.

6. What did your hero do when he found out?

7. Explain that the King agreed but reveal the challenge he set (this has to be to do with your beast!)

# Your Task...

1. Introduction sentence about who set the challenge (use a relative clause!)

2. Tell us what had upset the King in the first place.

3. Tell us who had rejected the King and why..

4. Tell us what the King did to that person and for how long.

5. Split Speech telling us the King's reaction.

6. What did your hero do when he found out?

7. Explain that the King agreed but reveal the challenge he set (this has to be to do with your beast!)

Use these prompt questions to write your opening paragraph. Don't write your answers separately, put them all together in one paragraph.

**IT IS VERY IMPORTANT THAT YOU DO NOT THROW THIS PIECE OF PAPER AWAY - We are going to add to it every day this week.**

From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE



Guided Reading - 9th February

*Friend or Foe*

Michael Morpurgo

Chapter 6



The boys were at the bottom of the valley before either of them spoke, and Jip was running on ahead chasing every scent he found. 'Not so bad, are they Davey? For Germans, I mean?'

'Brandy,' David muttered. 'And where do they think we're going to get brandy from?'

'There's some bottles under the stairs,' said Tucky. 'Where Mr Reynolds gets his cider from.'

'Steal them, you mean. We've got to steal from Ann and Mr Reynolds?'

'We stole the eggs, didn't we?' said Tucky.

'That's different,' said David, and he felt uncomfortable as he said it.

Mr Reynolds was out on Home Guard duty again by the time they got back, and they helped Ann feed the stock and shut them up for the night. 'Not many eggs,' Ann said as they were crossing the yard. David and Tucky said nothing. 'Twice as many yesterday, something must have frightened them. Jerry said there might be a fox about. And I left the bowl of slops for the pigs on the ledge above the sink – just like always. You did not move it, did you boys?'

'Probably Jip,' David said quickly. 'He's always at the dustbins and things. He's taken them before,

hasn't he?'

'Strange, though,' Ann went on.

'What is?' Tucky was nervous, and he showed it.

'You could be right, Jip does take the slops sometimes, but he doesn't put the bowl back on the kitchen table when he has finished.'

'That yellow bowl?' David asked. 'I found it outside in the yard, Ann. It was upside down by the trough, so I put it back in the kitchen.' David hadn't the courage to look at Ann as he spoke. She seemed happy with his explanation, and forgot all about it. But at supper she reminded Jerry about the fox. 'I think it must be that, Jerry. They are not laying away, and they're eating as good as ever. Must be the fox.'

Mr Reynolds was still in his uniform, and unbuttoned his tunic. 'Course it could be, but 'tis the early spring they come after the fowls, when there's cubs to feed. 'Tis a bit late now, and I haven't seen him about for weeks. The old fox, he's a cunning old devil. He doesn't come after the fowls on a bright summer's day; he waits till the wind's up high, and comes around dusk. That's when you want to watch out for the fox. Old devil, he is. No, they've gone off the lay – they do it from

## Tuesday: Vocabulary

Muttered

Cunning

Tunic

Scent

Fowls

Dusk

Place these words  
into sentences.

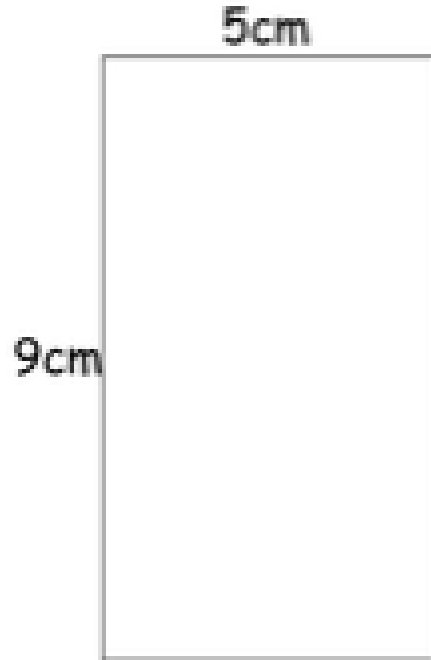




# Perimeter

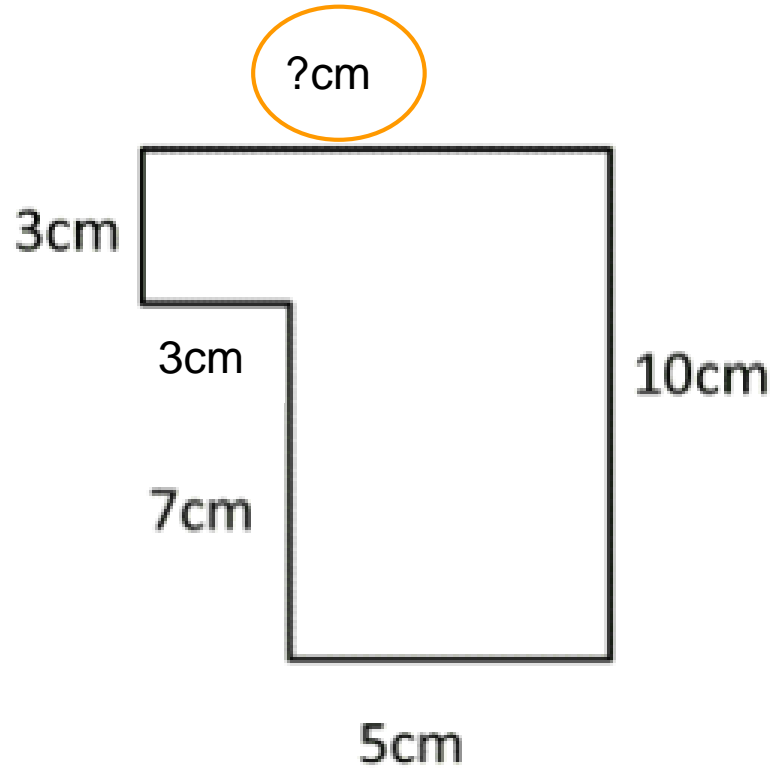
9.2.21  
IX.II.XXI

*Recap: What's the perimeter of this shape?*



*How could I find the perimeter of this shape?*

*How could I work out the ? length?*



*How could I find the perimeter of this shape?*

*What if I get rid of  
some of the lines?*

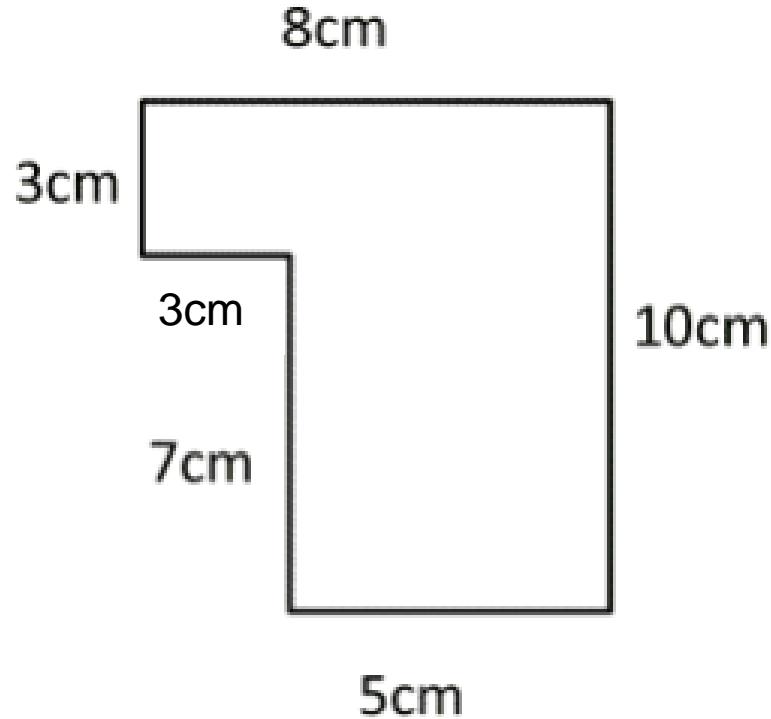
?cm  


  
3cm

$$3\text{cm} + 5\text{cm} = 8\text{cm}$$

  
5cm

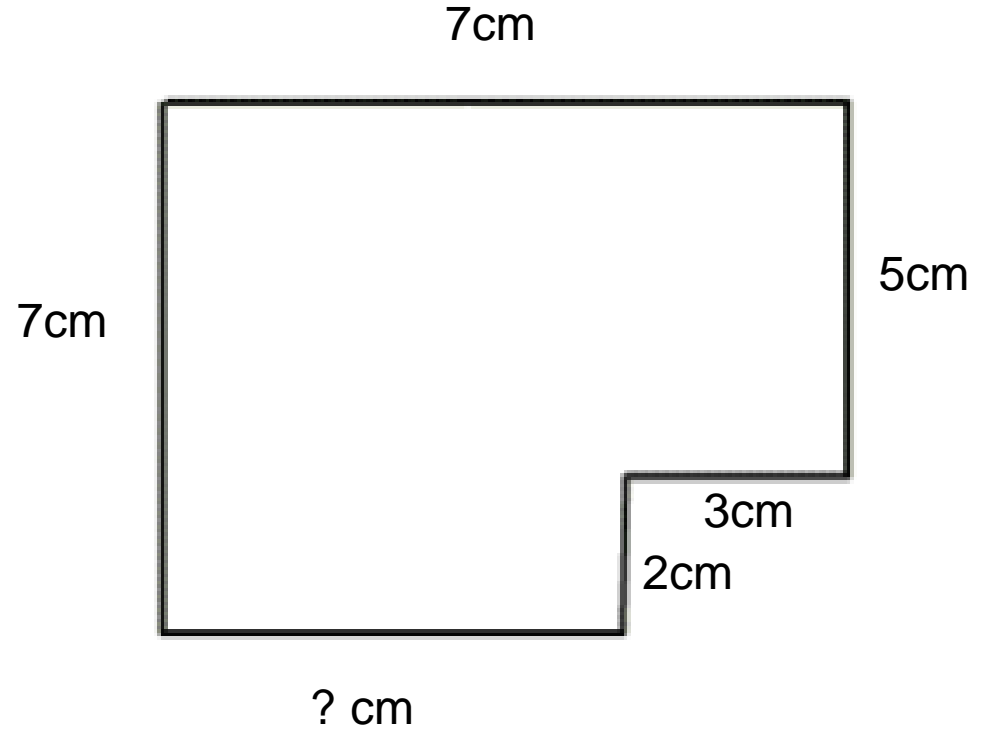
*How could I find the perimeter of this shape?*



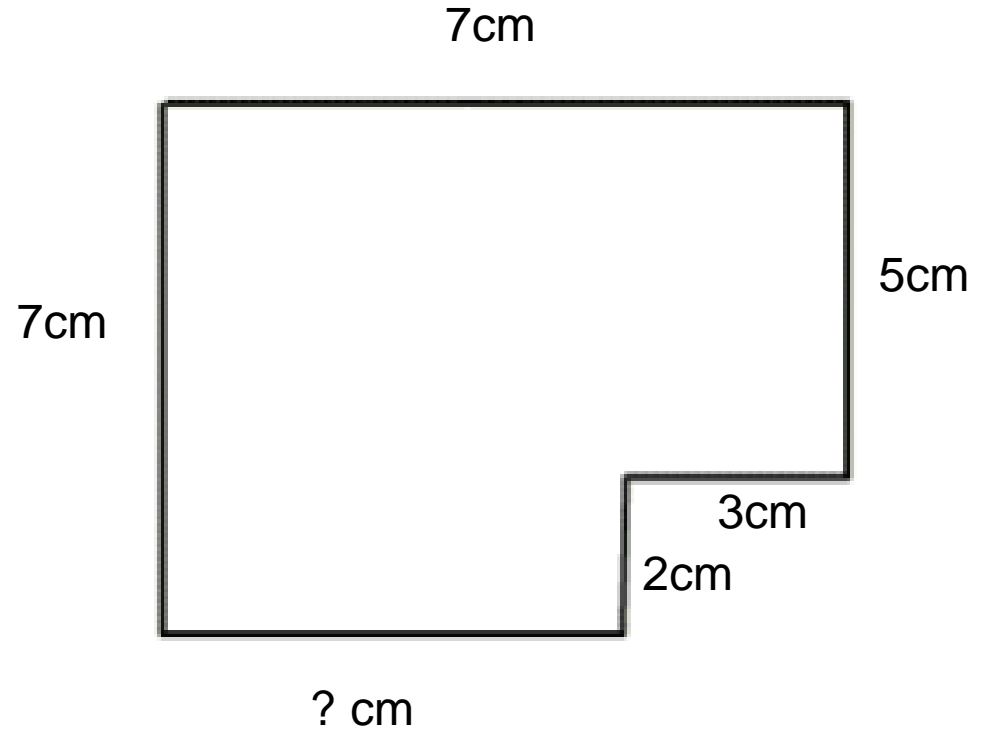
*Now I can work out  
the perimeter by  
adding them!*

$$8 + 3 + 3 + 7 + 5 + 10 =$$

*Let's try this one:*

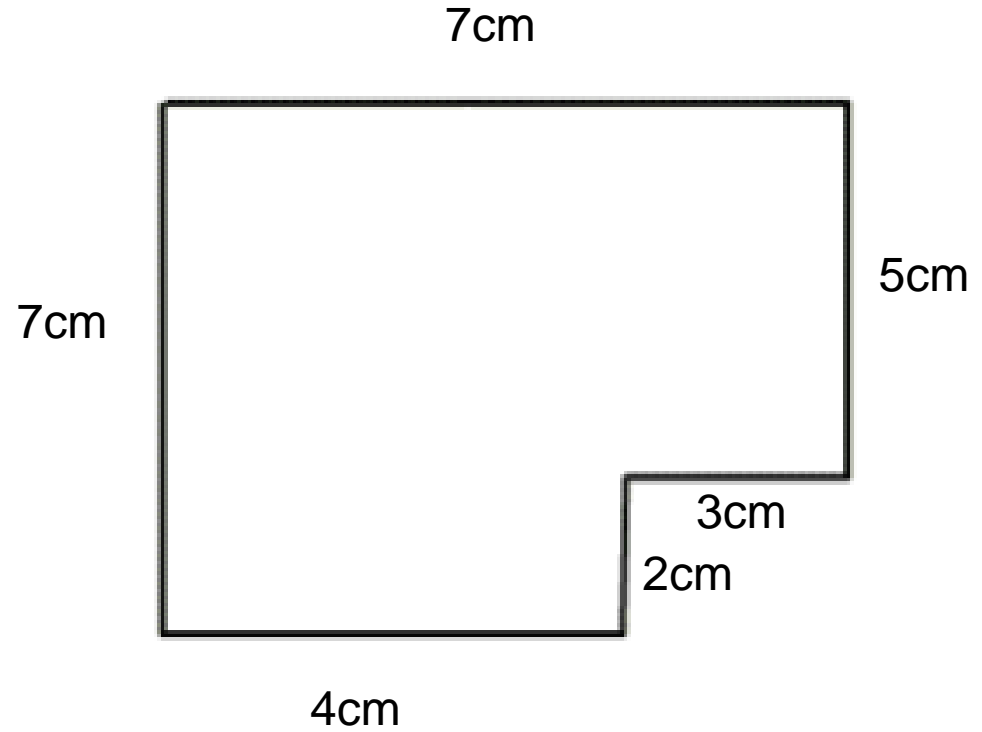


*Let's try this one:*



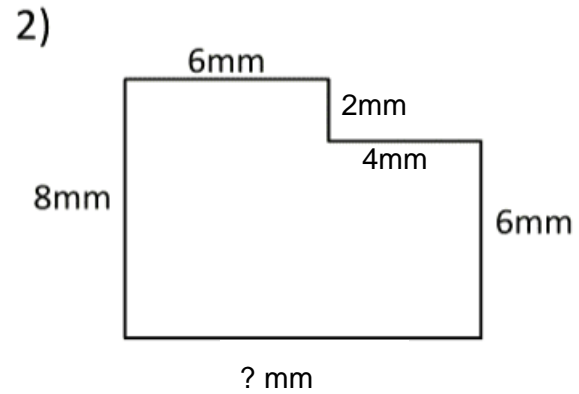
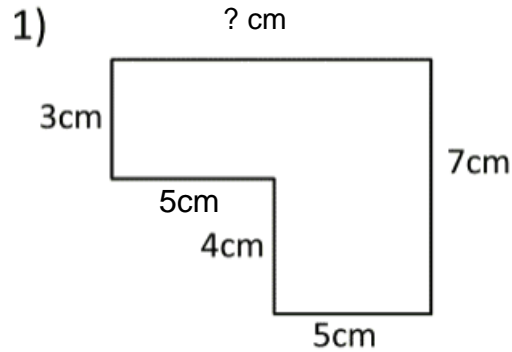
$$7\text{cm} - 3\text{cm} = \underline{\hspace{2cm}}$$

*Let's try this one:*



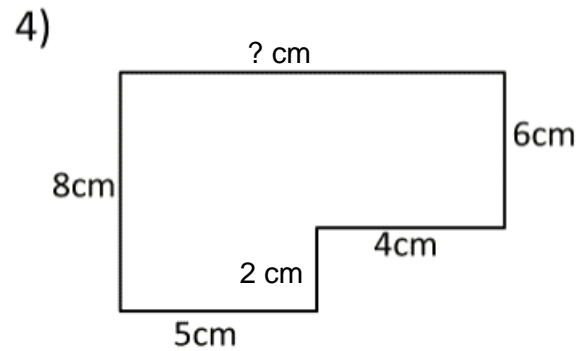
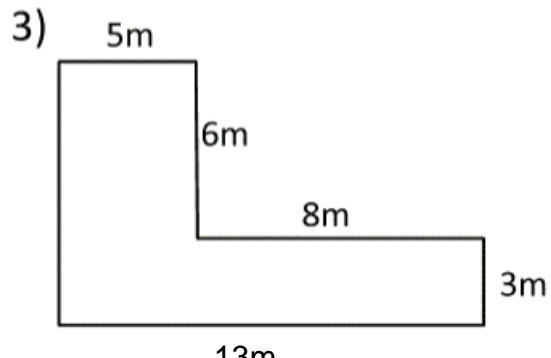
Total perimeter:  $7 + 7 + 5 + 4 + 3 + 2 =$

Work out the area and perimeter of the following shapes by finding the missing sides. The shapes are not to scale.



Perimeter =

Perimeter =





**Safer Internet Day 2021**

# People can profit from the things they do online...

Get something they didn't have before



Money paid to advertise or promote things



Things that cost money given for free



New likes, views, subscribers or followers

How do people profit from being online?  
What things do they do?

*Unboxing*



*Giveaway*



*Collab*

**collab**

*Merch*

**merch**  
by **amazon**

Giveaway – a competition where there is a free prize to be won.

Merchandise – products available to buy connected to a famous person.

Collaboration – where two or more people or companies work together.

Unboxing – a video where someone opens a box or parcel online.

It's the law!



Did you know?



People posting things like videos online must tell you if they've been paid to advertise or promote something.

Ad

Gifted

Sponsored  
Content

Advert

So there could be more to your favourite  
YouTuber than you thought...

It's always helpful to  
think about motive



A **motive** is why someone does something.

Why would someone do this?  
What is their motive?



Post a video on  
YouTube



# Why would someone do this? What is their motive?



To make  
people laugh



Post a video on  
YouTube



To advertise a  
product



To share their opinion  
about something



To make  
money

It could be more than one!



Why would someone do this?  
What is their motive?



Share a photo  
online



# Why would someone do this? What is their motive?



To support an article or some information



Share a photo online



Because they want to sell something shown in the picture



Because they find it funny

Because they want their family or friends to see it



Let's put those skills to the test... what is the motive?



WE MADE 1 MILLION SUBS + giveaway |AD

4BoysGamezz 3 days ago 1.5m views

WE DID IT!! Thanks so much for all your amazing support on this epic journey! Subscribe and comment below to enter the giveaway – thanks to Totally Wild Games for the amazing prize!! #ad #giveaway



Remember:

Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



# Let's put those skills to the test... what is the motive?

17:07PM · GoldenFire4

Wow – you were great in that round!  
You've got skills! 🤩

17:08PM · YOU

Thanks! I was lucky on that last one

17:08PM · GoldenFire4

What's your phone number? I've got a cool gaming group I can add you to!

Remember:



Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



Let's put those skills to the test... what is the motive?



**FIRST LOOK: Unboxing my new merch designs!!**

MaddieeeeVlogs 1 day ago 85k views

Hey guys! Thanks for watching. Super excited to share my brand new merch designs – totally inspired by you all! Don't forget to preorder. They're gonna sell out fast!  
[www.maddieeee.com/merch/preorder](http://www.maddieeee.com/merch/preorder)



Remember:

Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



When you see something online



Ask...



Where has this  
come from?



Who created or  
shared it?



What do they want  
me to do?



Will they gain  
anything?

This will help you find the motive  
(The reason why)

# W-E-D-N-E-S-D-A-Y

## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - RE

# Basic Skills

## Maths Task - Rounding

Round each number to the nearest hundred.

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1) 3,979 | _____ | 6) 8,298  | _____ |
| 2) 3,285 | _____ | 7) 6,776  | _____ |
| 3) 8,258 | _____ | 8) 9,492  | _____ |
| 4) 4,715 | _____ | 9) 1,555  | _____ |
| 5) 1,873 | _____ | 10) 6,758 | _____ |

## Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

immediately  
individual  
interfere  
interrupt  
language  
leisure

## Dojo Challenge

Find 3 facts about a city in the UK for your teacher to guess.



# Building The Article: Describing The Journey

Convert you convert these nouns into noun phrases?

The \_\_\_\_\_ house \_\_\_\_\_ is haunted.

Those \_\_\_\_\_ mountains \_\_\_\_\_ are beautiful.

A \_\_\_\_\_, \_\_\_\_\_ bird \_\_\_\_\_ caught my eye.

Oh no! The \_\_\_\_\_, \_\_\_\_\_, volcano \_\_\_\_\_ is going to erupt!

The \_\_\_\_\_, \_\_\_\_\_ waves \_\_\_\_\_ are getting bigger.

Yesterday, we created our second paragraph. We described the quest that had been set for our hero and why it had been set.

This week, we will build our article adding one paragraph every day.

Remember, each paragraph has a purpose. It tells us about a certain part of the story.

Today, our paragraph will focus on the hero's journey to the Gorgon.

*Our model story is about Perseus and Medusa - you will adapt these paragraphs to your own characters.*

With hope in his heart, Perseus began to the long journey to free his mother. However, he first had to visit the grey sisters to find out where Medusa was. These sisters were ancient, foul and had only one eye between them. After he received the information, Perseus was on his way. "Once i'd visited the grey sisters, I knew I was getting closer and closer," he told us, "I knew the next step of my adventure was coming face-to-face with Medusa." Using his magic, flying slippers and the cape of invisibility, Perseus soared through the bright blue sky and landed elegantly within striking distance of the gloomy, dark lair that Medusa lived in. Persues, with his heart beating like a drum, approached the cave.

*Let's think about what each sentence's job is..*

With hope in his heart, Perseus began to the long journey to free his mother. However, he first had to visit the grey sisters to find out where Medusa was. These sisters were ancient, foul and had only one eye between them. After he received the information, Perseus was on his way. "Once i'd visited the grey sisters, I knew I was getting closer and closer," he told us, "I knew the next step of my adventure was coming face-to-face with Medusa." Using his magic, flying slippers and the cape of invisibility, Perseus soared through the bright blue sky and landed elegantly within striking distance of the gloomy, dark lair that Medusa lived in. Perseus, with his heart beating like a drum, approached the cave.

1. Could you use a fronted adverbial and tell the reader the journey your hero was started?

2. Can you explain who your hero has to speak to on his way? Use lots of descriptive language.

3. Short sentence about your hero getting the information and being on his way.

4. Can you create split speech that your hero says telling the reader that he is on his way.

5. Can you tell us HOW your hero reaches the location of your beast? Lots and lots of description is needed!

6. Can you explain how your character feels as they approach the location?

# Your Task...

1. Could you use a fronted adverbial and tell the reader the journey your hero was started?

2. Can you explain who your hero has to speak to on his way? Use lots of descriptive language.

3. Short sentence about your hero getting the information and being on his way.

4. Can you create split speech that your hero says telling the reader that he is on his way.

5. Can you tell us HOW your hero reaches the location of your beast? Lots and lots of description is needed!

6. Can you explain how your character feels as they approach the location?

Use these prompt questions to write your third paragraph. Don't write your answers separately, put them all together in one paragraph.

Answer each question as descriptively if you can. Your paragraph will directly as brilliant as the amount of effort you have put in.

**IT IS VERY IMPORTANT THAT YOU DO NOT THROW THIS PIECE OF PAPER AWAY - We are going to add to it every day this week.**

From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE



Guided Reading - 10th February

*Friend or Foe*

*Michael Morpurgo*

*Chapter 6*





time to time. Get a bit lazy, just the same as we do.' He sniffed the air greedily and rubbed his hands. 'That's smells good enough, Ann my dear.'

'I made that potato pie with eggs, but there will not be enough egg, not as much as there should be.'

Mr Reynolds learned up against the cooking stove and warmed his hands on the pipes. 'Tis the coldest place on God's earth, that moor. Even in high summer, the evenings are like winter. 'Tis terrible. Still 'twas a good exercise, very good.'

'Up on the moor?' David's heart seemed to come up to his mouth.

''Twas after our little caper last week, my dear.

the good Captain thought we should have more practice at searching up there. So up we went – and 'twas a good thing we did, too.'

'What d'you mean?' David thought he would choke on his mouthful.

'Did you find anything?' Tucky asked, all the colour drained from his face.

'Course we did. If the Home Guard goes out on a search, you can be sure they find something.'

'What did you find, Jerry? Don't keep on. You're teasing,' said Ann, laughing.

'No planes, my dears, no Germans, I'm afraid, just two of my sheep stuck fast in a bog.' Mr Reynolds' face wrinkled into a smile. 'Poor little devils, been like that all day by the state of them; right up over their backs it was. You'd think the sheep would know where to go and where not to go, wouldn't you?' The boys laughed with Ann, in a desperate attempt to hide their relief.

Once in bed that night, the boys lay still, listening to the talk downstairs, listening for any sign that Ann or Mr Reynolds was suspicious.

'Do you think they know?' Tucky whispered.

'Not yet. Don't think so.'

'I saw those bottles under the stairs like I said.

## Diary Entry

Write a short diary entry as David going to bed that night.

Dear Diary,

I am feeling -----

This is because -----

I feel I am letting Mr and Mrs Reynolds down because....

The guilt I feel is caused by...

I am on edge all day due to....

I know what I will do! I will.....

# Maths starter

10.2.21  
X.II.XXI

*Prime numbers are numbers with just 2 factors - one and themselves.*

*Composite numbers are numbers which have more than 2 factors.*

1) Circle the numbers below which are prime numbers:

25 17 24 13 9 11

2) Circle the numbers below which are composite:

19 22 15 11 21 31

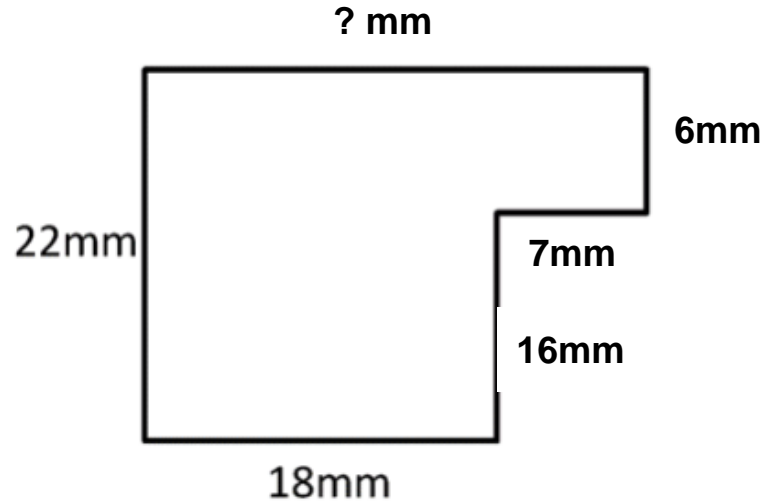
What are **all** of the factors of 24?  
(there 8)

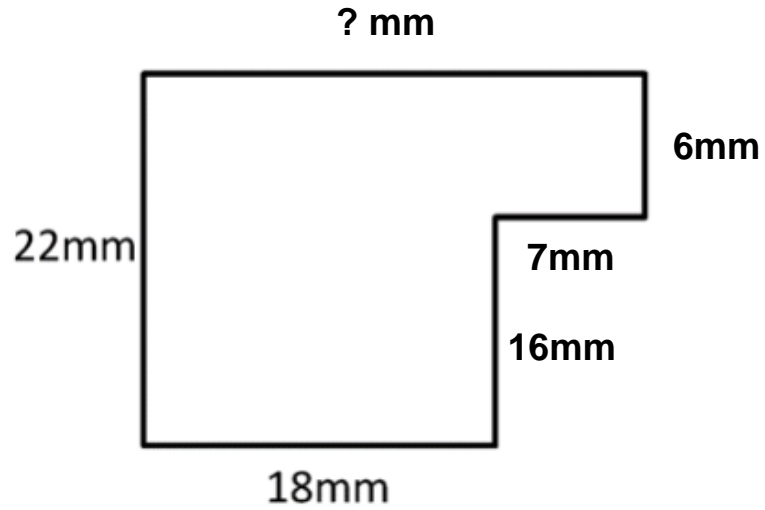


# Calculating Perimeter

10.2.21  
X.II.XXI

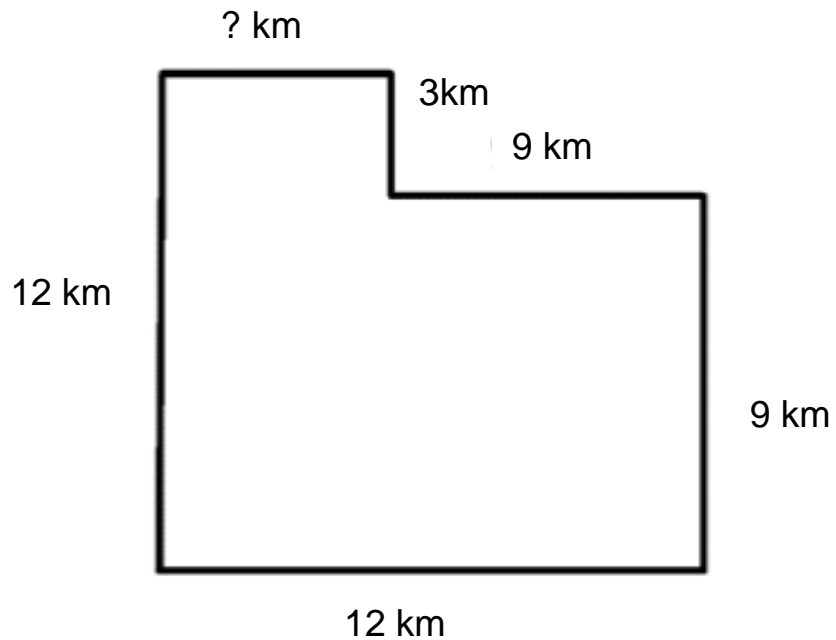
*Think about everything we have learned this week on perimeter...how would you solve this problem?*



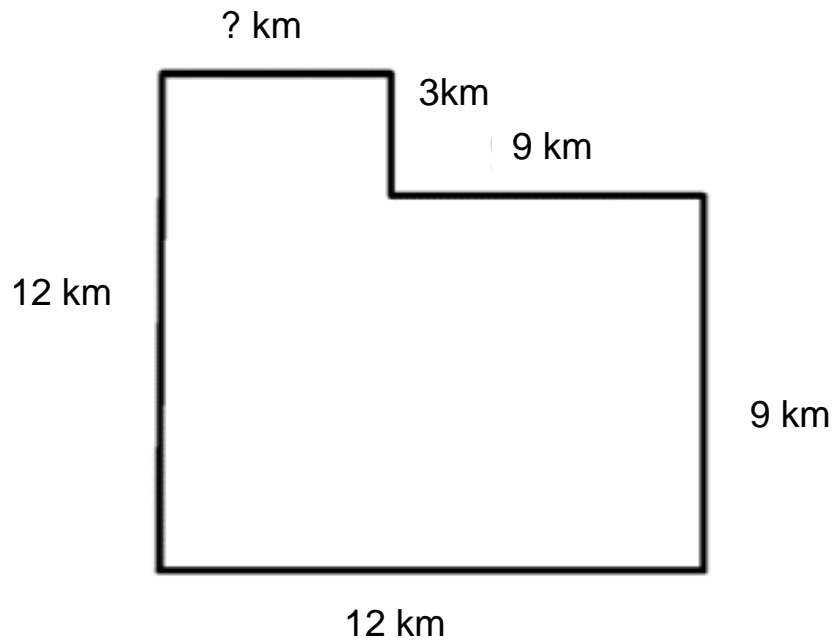


$7\text{mm} + 18\text{mm} = \text{-----}$

*One last example:*



*One last example:*



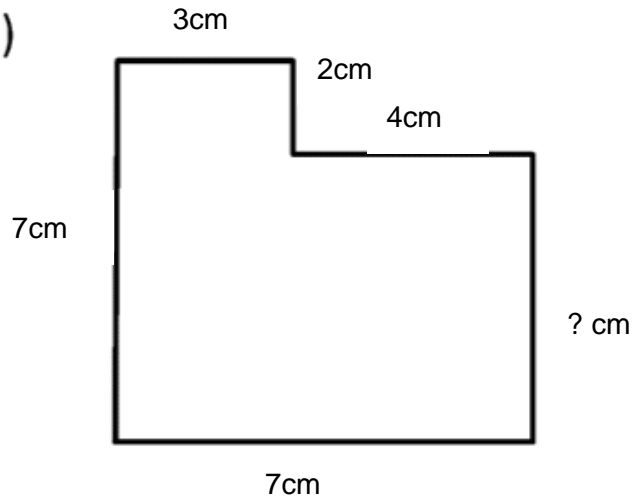
*12km - 9km = -----*

*Your turn!*

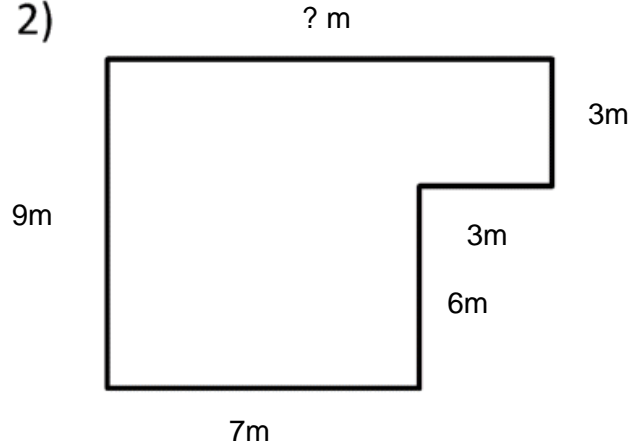
*Find the missing lengths*

*Then find the perimeter of the shape*

1)

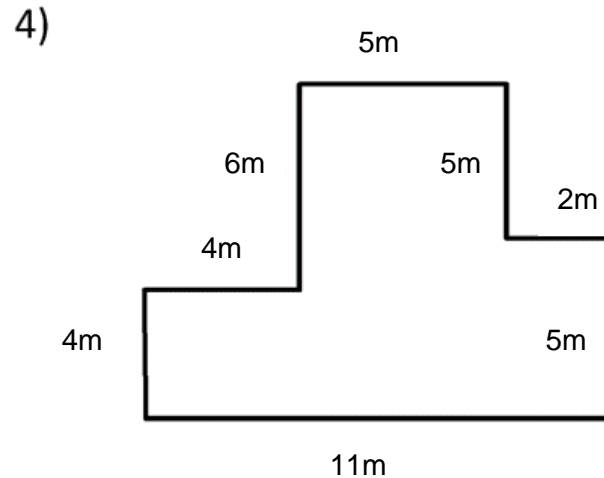
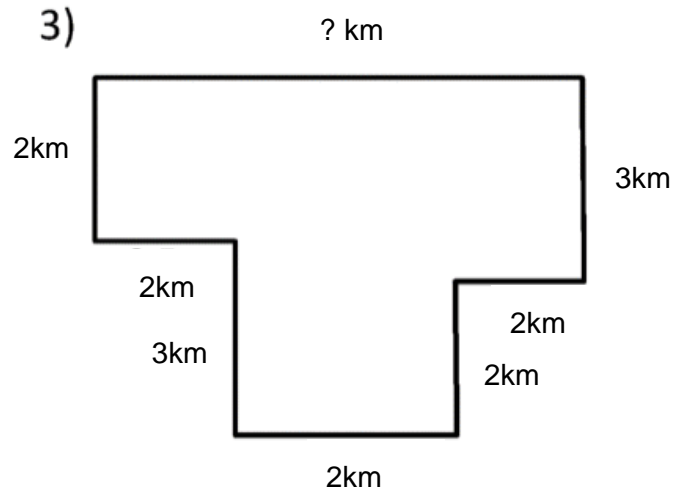


2)



*Find the missing lengths*

*Then find the perimeter of the shape*



A stylized, colorful illustration of a landscape. The foreground features rolling green hills in various shades of green, with a dark brown path winding through them. On the left, there are several stylized plants: a green tree with rounded foliage, a purple flower, and a cluster of orange flowers. A small red bird is flying in the sky above the green hills. The background is a white sky with wavy blue lines representing clouds or a horizon.

# RE: LF2

The Last Supper

# The last supper

*What do you remember about the last supper?*





Then Jesus took a cup, gave thanks to God, and said, 'Take this and share it among yourselves.'

I tell you that from now on I will not drink this wine until the Kingdom of God comes.'

Then he took a piece of bread, gave thanks to God, broke it, and gave it to them, saying,

'This is my body, which is given for you. Do this in memory of me.'

In the same way, he gave them the cup after the supper, saying, 'This cup is God's new covenant sealed with my blood, which is poured out for you'.

Luke 22: 14-20  
(Come and See)

*This is a painting of the last supper by the artist el Greco.*

*What do you notice?*

*Can you recognise anyone?*

*Can you spot any hidden symbols?*

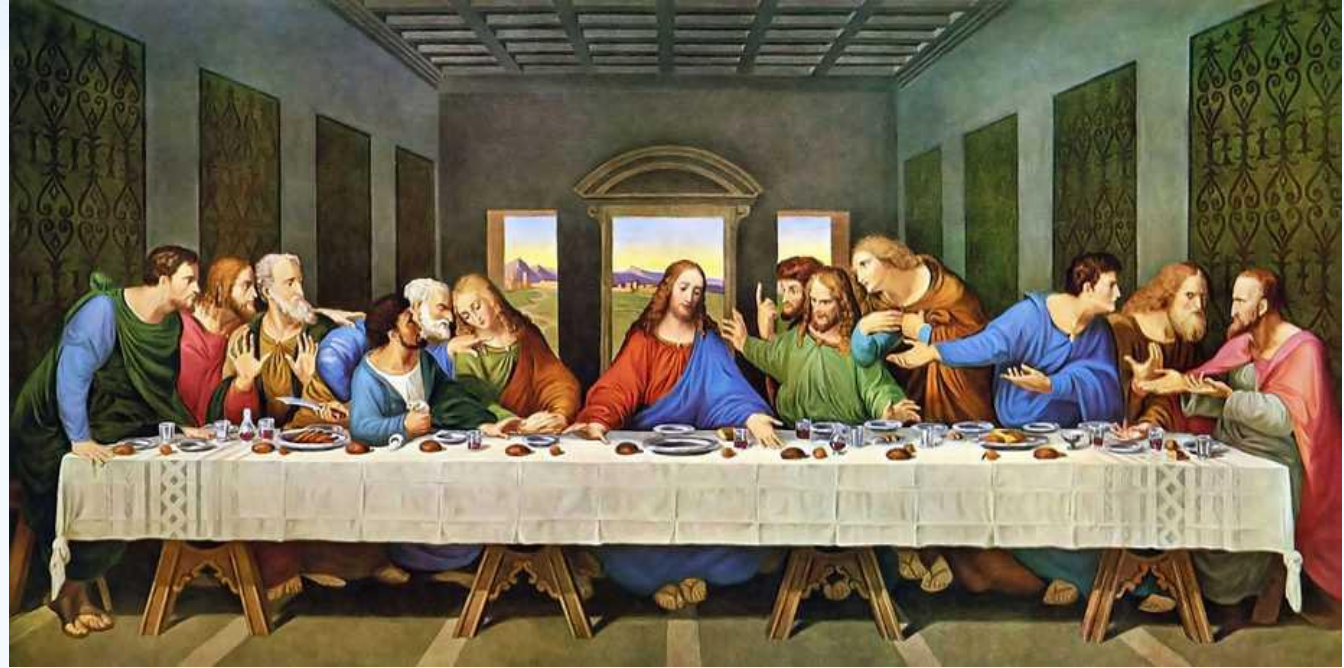


*This is a painting of the last supper by the artist Leonardo da Vinci.*

*What do you notice?*

*Can you recognise anyone?*

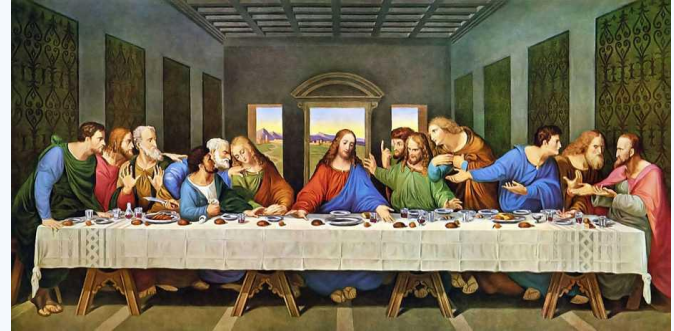
*Da Vinci was a master of hidden symbolism. Can you spot any hidden symbols?*



Show understanding of the last supper

*Around the outside of these paintings, annotate your thoughts to say what you can see and what you know.*

**SURB**



**Challenge:**  
*What similarities are there between the paintings?*



## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - History

2:15 - 2:25 - Collective Worship  
(dojo)

# Basic Skills

## Maths Task - Rounding

*Round these numbers to the nearest 1000*

- 1) 1348 → \_\_\_\_\_ 2) 5027 → \_\_\_\_\_ 3) 1608 → \_\_\_\_\_  
4) 827 → \_\_\_\_\_ 5) 5981 → \_\_\_\_\_ 6) 4389 → \_\_\_\_\_  
7) 2715 → \_\_\_\_\_ 8) 1595 → \_\_\_\_\_ 9) 6375 → \_\_\_\_\_  
10) 3811 → \_\_\_\_\_ 11) 375 → \_\_\_\_\_ 12) 7287 → \_\_\_\_\_

## Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance

## Dojo Challenge

Can you find out where the last 6 Olympic Games were held?

# Building The Article: Describing The Battle

**SPaG Starter** - Convert these examples of reported speech into direct speech?

*The army major told the cadets to lie down in the mud.*

*The teacher shouted at the class for their lack of effort.*

*The vet told my sister that her hamster is going to be okay.*

*Dad instructed Tom how to open the door.*

*The manager told his players to shoot more often.*

Yesterday, we created our third paragraph. We described the journey that our hero had been on.

This week, we will build our article adding one paragraph every day.

Remember, each paragraph has a purpose. It tells us about a certain part of the story.

Today, our paragraph will focus on the hero's battle with your beast.



*Our model story is about Perseus and Medusa - you will adapt these paragraphs to your own characters.*

" I knew I'd have to be quick!" explained Persus, "there was no time to dilly dally - I had a job to do." Slowly and carefully, the hero crept into the cave. "The silence was suffocating, I could hear a single drip in the distance but that was it." Using his shield as a mirror, Perseus slowly backed up towards the sleeping beast. Medusa, whose hair was made of toxic snakes, was asleep on the hard, rocky floor. "I knew she could wake up at any second, it was nerve-wracking!" reported Perseus. With one great strike of his sharp, jagged blade, the gorgon was decapitated and let out an anguished, blood-curdling cry that was heard for miles around. Perseus knew he had no time to waste since Medusa's sisters were still lingering in the darkness. With great haste, he stashed her head inside his magic satchel and plotted his escape. His next and final stop would be to rescue his imprisoned mother who was still held captive by Polydectes.

## Let's think about what each sentence's job is..

" I knew I'd have to be quick!" explained Perseus, "there was no time to dilly dally - I had a job to do." Slowly and carefully, the hero crept into the cave. "The silence was suffocating, I could hear a single drip in the distance but that was it," he commented. Using his shield as a mirror, Perseus slowly backed up towards the sleeping beast. Medusa, whose hair was made of toxic snakes, was asleep on the hard, rocky floor. "I knew she could wake up at any second, it was nerve-wracking!" reported Perseus. With one great strike of his sharp, jagged blade, the gorgon was decapitated and let out an anguished, blood-curdling cry that was heard for miles around. Perseus knew he had no time to waste since Medusa's sisters were still lingering in the darkness. With great haste, he stashed her head inside his magic satchel and plotted his escape. His next and final stop would be to rescue his imprisoned mother who was still held captive by Polydectes.

1. Why not start with a bit of split speech by your hero?

2. Could you start with a fronted adverbial to tell us how your hero approached the cave?.

3. Can your character use direct speech explain what he could hear/see/smell?

4. Could you write two sentences about what clever idea your hero had to approach the beast. Then, describe the beast and how they were sleeping.

5. Can you describe the action of how the beast is slayed? What noise did the beast make afterwards?

6. Explain how your hero left the site of the battle.

7. Can you hint to the reader where your character is heading now?

1. Why not start with a bit of split speech by your hero?

2. Could you start with a fronted adverbial to tell us how your hero approached the cave?

3. Can your character use direct speech explain what he could hear/see/smell?

4. Could you write two sentences about what clever idea your hero had to approach the beast. Then, describe the beast and how they were sleeping.

5. Can you describe the action of how the beast is slayed? What noise did the beast make afterwards?

6. Explain how your hero left the site of the battle.

7. Can you hint to the reader where your character is heading now?

## Your Task...

Use these prompt questions to write your fourth paragraph. Don't write your answers separately, put them all together in one paragraph.

Answer each question as descriptively if you can. Your paragraph will directly as brilliant as the amount of effort you have put in.

**IT IS VERY IMPORTANT THAT YOU DO NOT THROW THIS PIECE OF PAPER AWAY - We are going to add to it every day this week.**

From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE



Guided Reading - 11th February

*Friend or Foe*

Michael Morpurgo

Chapter 6



There's loads of them, Davey. They won't notice if one's missing.'

'Won't they?' David was sullen.

'When shall we take one?' Tucky shifted up on his elbow.

'Why don't you go and ask them if you're in such a hurry?' David snapped angrily. 'Why don't you go down and tell them we're looking after two Germans on the moor, and would they mind if we took a bottle of brandy to keep them warm and help them to escape.'

Tucky was silent for a moment. 'No need to have a go at me, Davey.'

'Well, it was your idea, wasn't it?' David hissed.

'S'pose so.' Tucky lay down again. 'But we had to do it, Davey. We got to do it.'

'Why?'

'Cos we said we would, that's why.'

'And Ann and Mr Reynolds. Have you thought what we're going to say if they find out what we've done? What are we going to tell them, Tucky?'

'I dunno,' said Tucky. 'I hope they never find out, 'cos I dunno.'

School was slow the next day. Every lesson

dragged on, and it seemed as if the last bell would never ring. For Tucky it was spent wondering about the two airmen up on the moor, hoping no one else would discover them, and speculating whether or not they'd make it to the sea. David could think of nothing but the brandy, about how he was going to steal from two of the best people in the world to help the same people who had killed his father. He hated what he was doing, and dreaded having to do it.

Ann and Mr Reynolds were out turning the hay as they came back up the lane. Mr Reynolds was waving his rake, calling to them to come over. He was leaning up against the cart wiping the sweat away from his eyes. 'Got a job for you two,' he said. 'Jip's gone off, my dears. I was up on the moor this morning turning out the late lambs and Jip took it in his head to run off. I nearly went after him, but while the weather's right I thought I'd best get on with this. Course he'll find his way back himself like as not, but I'd be happier if you'd go out and find him. He made off in the direction of the river I think.' He stopped and looked closely at David. 'What's the matter, Davey? You don't look too good.'

1. How do you know Davey is a person with good morals?
2. Did the boys find the day at school interesting? How do you know?
3. How do you think the boys felt when they saw Mr Reynolds waving them over?
4. Is Mr Reynolds concerned about Jip? How do you know?
5. Why do you think Mr Reynolds has asked Davey what the matter is.
6. How can you tell Davey is stressed out by the experience?
7. Have you ever lashed out at a friend like Davey did? How would you describe his emotions.

# Maths starter

11.2.21  
XI.II.XXI

1.ပ

$$8 \times 8$$

2.ပ

$$8 \times 7$$

3.ပ

$$3 \times 39$$

4.ပ

$$4 \times 84$$

5.ပ

$$4 \times 51$$

6.ပ

$$958 \times 5$$

7.ပ

$$961 \times 7$$

8.ပ

$$1 \times 784$$

# Maths starter - answers

1.с

64

2.с

56

3.с

117

4.с

336

5.с

204

6.с

4790

7.с

6727

8.с

784

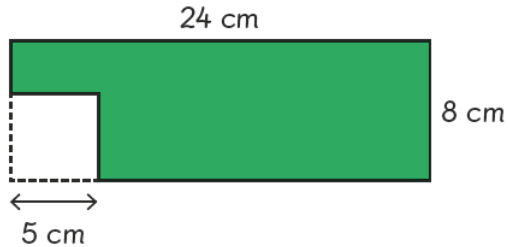
# Calculating Perimeter

## Lesson 10

11.2.21  
XI.II.XXI

### In Focus

A rectangular piece of paper had a length of 24 cm and a width of 8 cm.  
A square with 5 cm sides was cut out from the piece of paper.



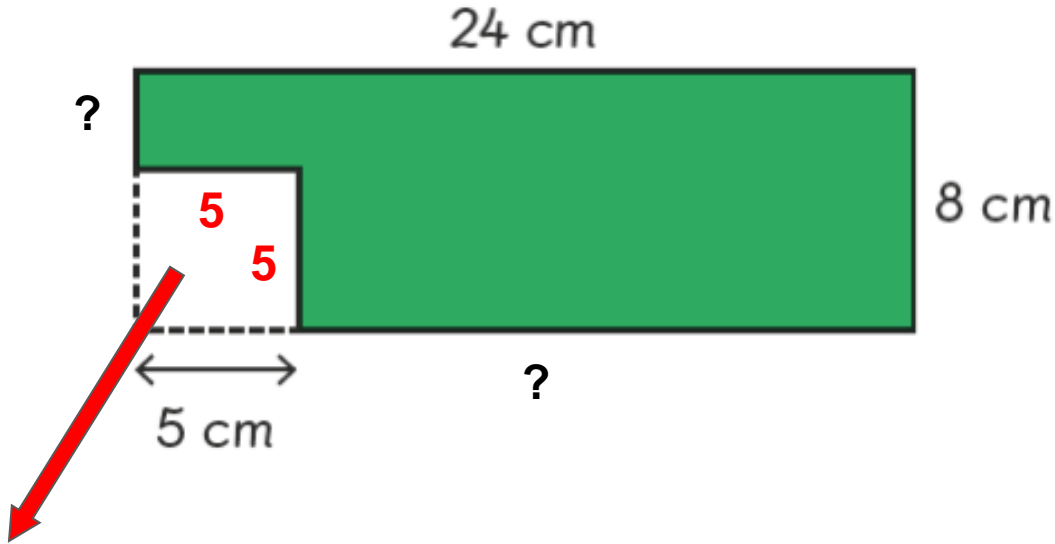
What was the perimeter of the remaining piece of paper?

*Do I know the length of every side?*

*How could I work them out?*

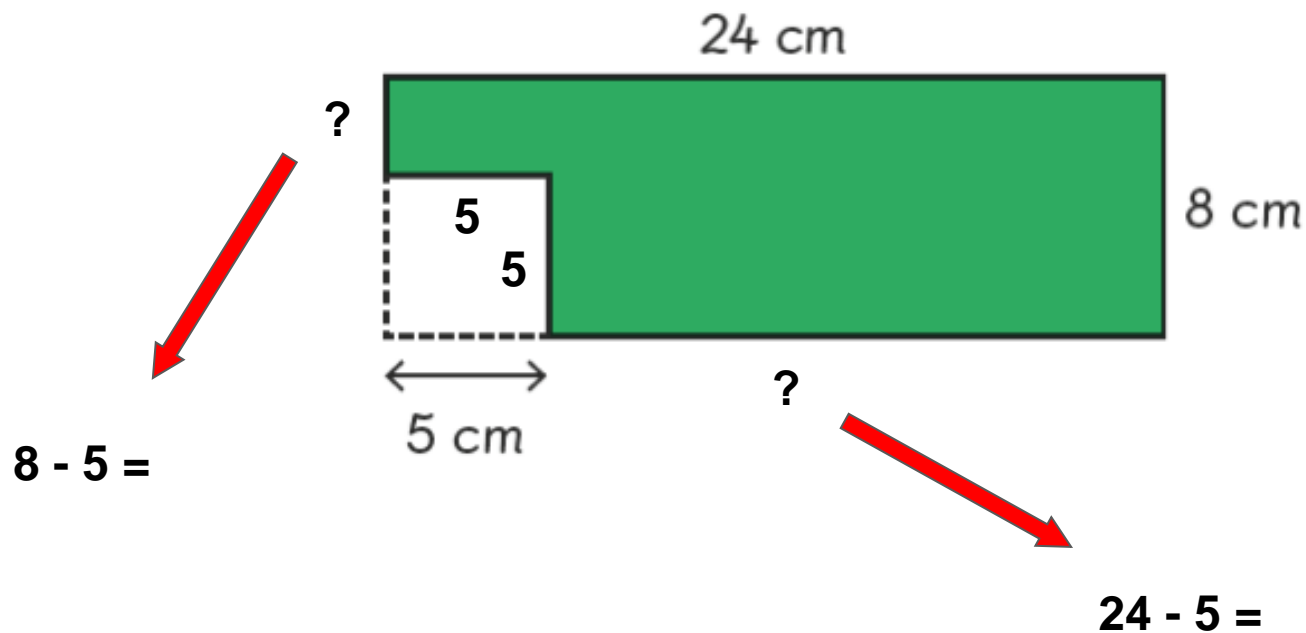


*Could you work out any of the missing sides?*

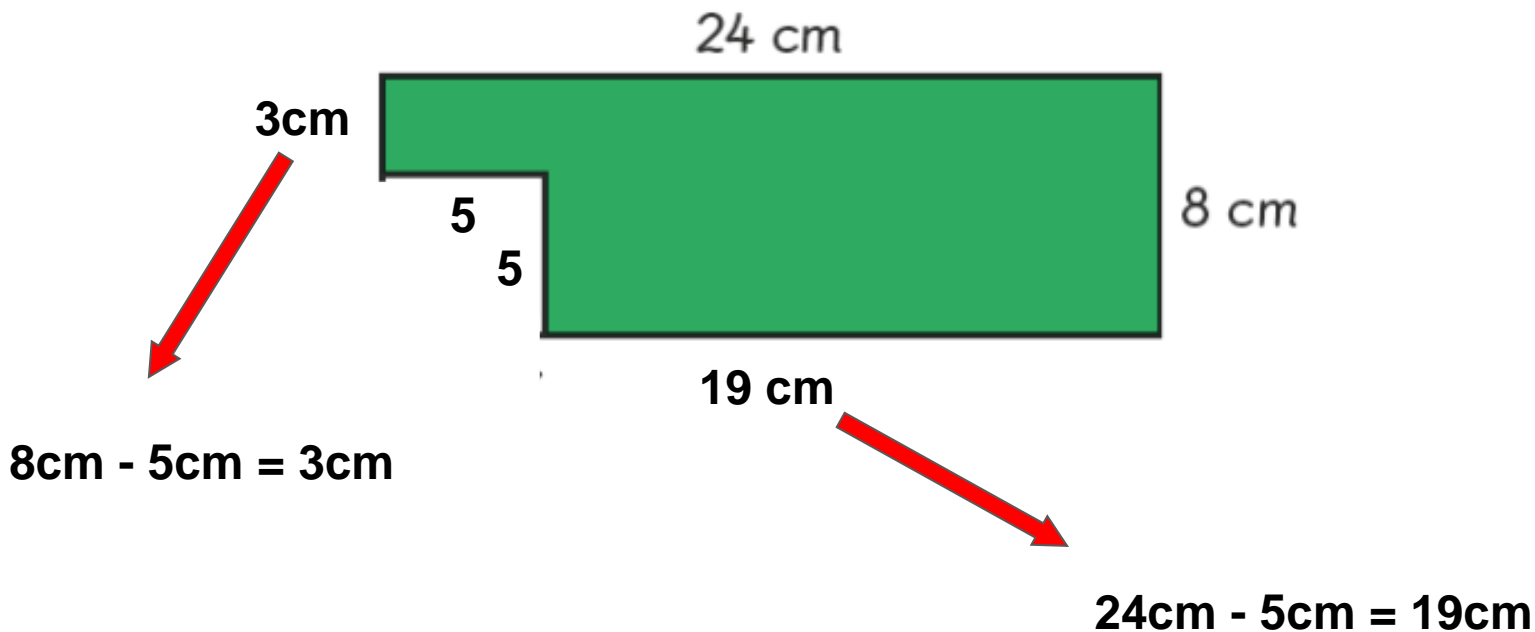


*This is a square so these sides must be 5cm as well*

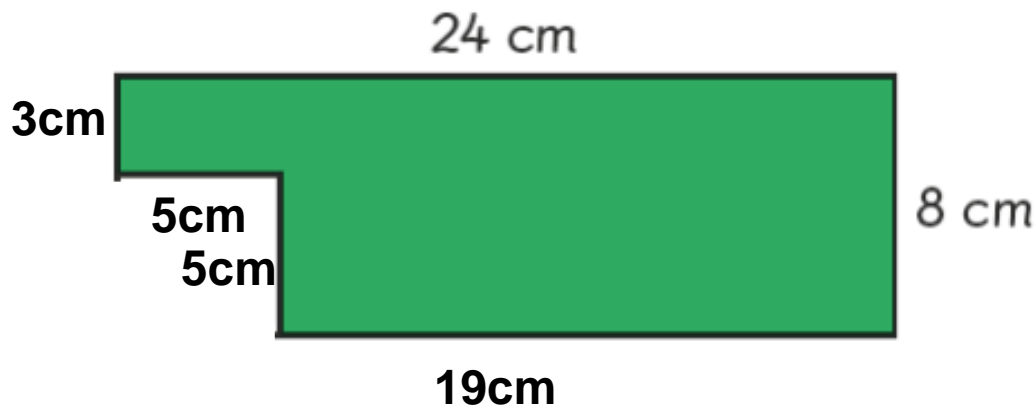
*Could you work out any of the missing sides?*



*Could you work out any of the missing sides?*



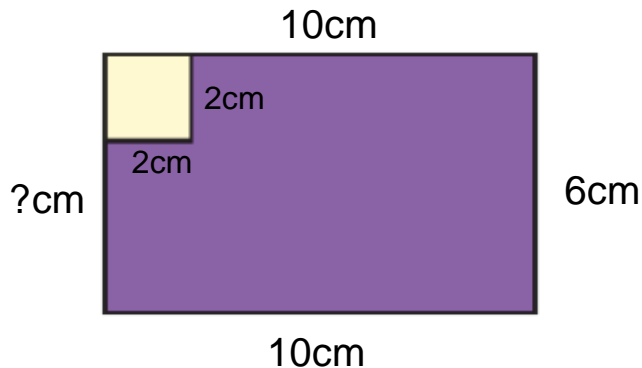
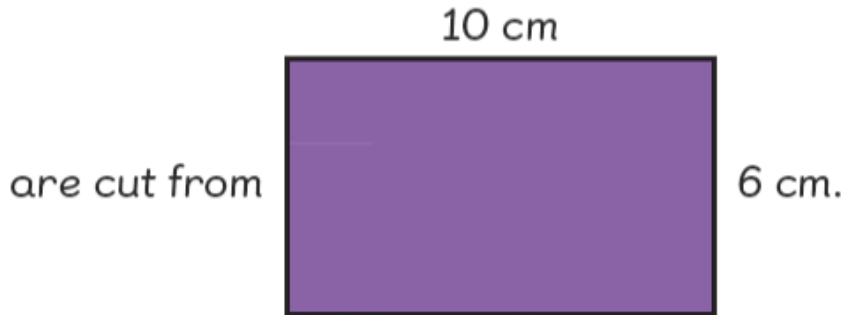
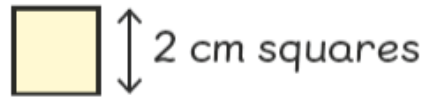
*Could you work out any of the missing sides?*



$$24 + 8 + 19 + 3 + 5 + 5 =$$

## Guided Practice

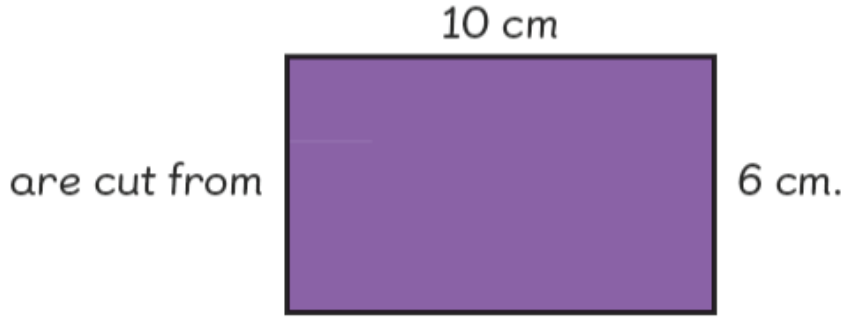
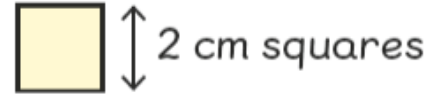
Find the perimeter of the remaining piece when



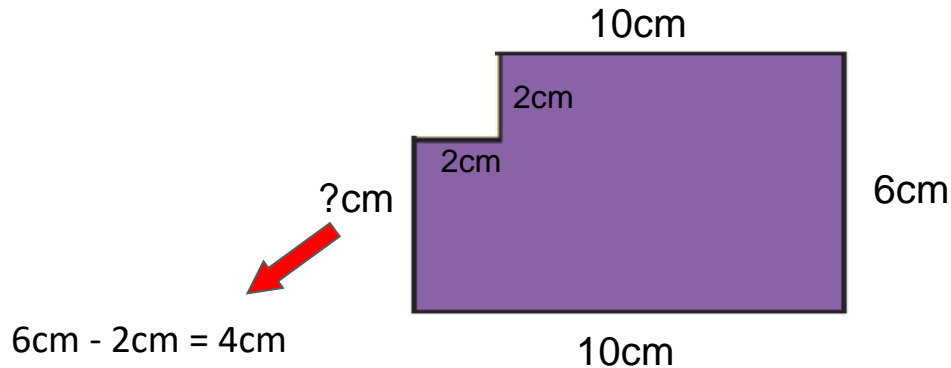
*Let's start by filling in what we know...*

## Guided Practice

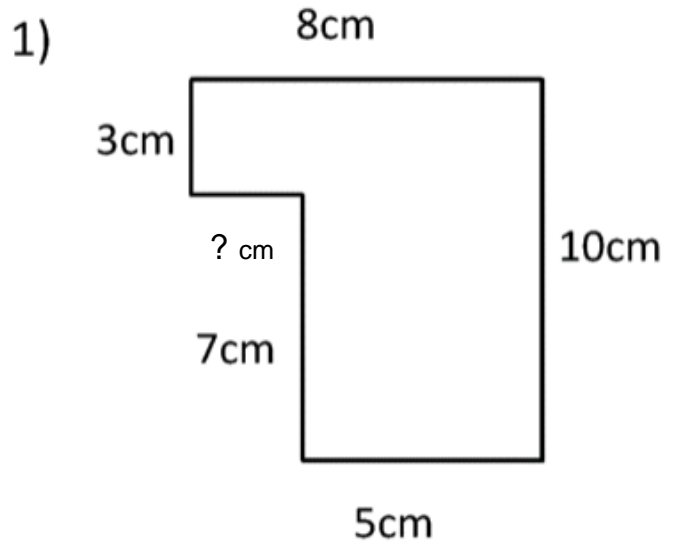
Find the perimeter of the remaining piece when



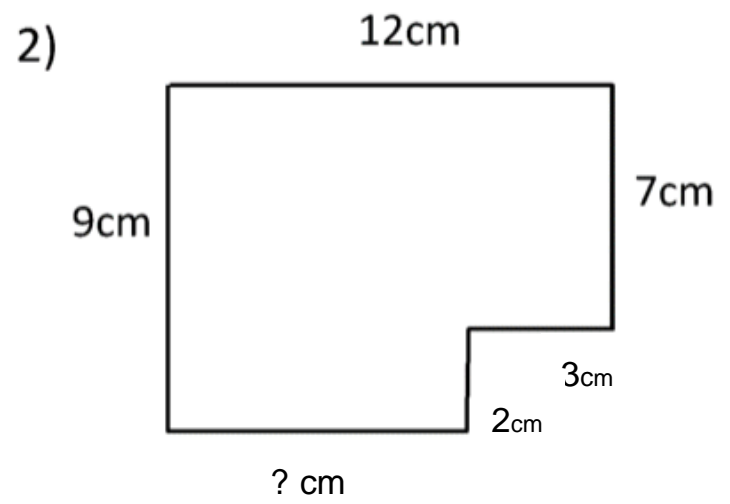
*Now we can find the perimeter*



Find the length of the missing sides and then work out the perimeter of each shape. The shapes are not drawn to scale.

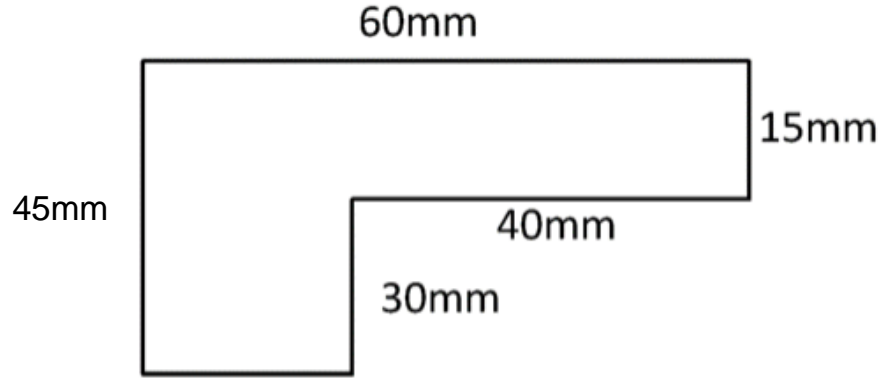


Perimeter = \_\_\_\_\_ cm



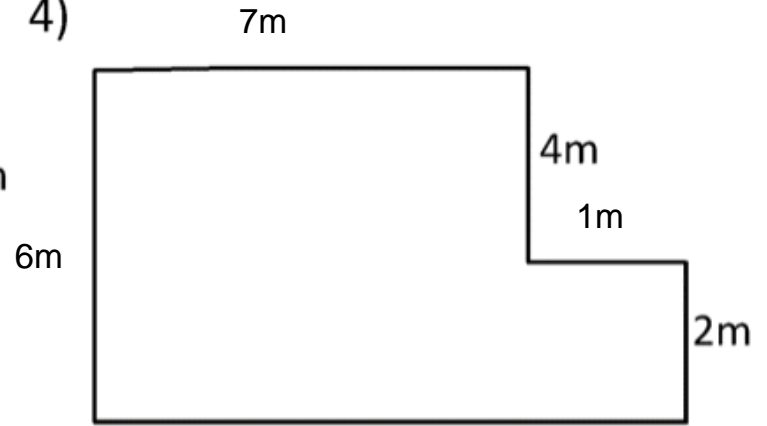
Perimeter = \_\_\_\_\_ cm

3)



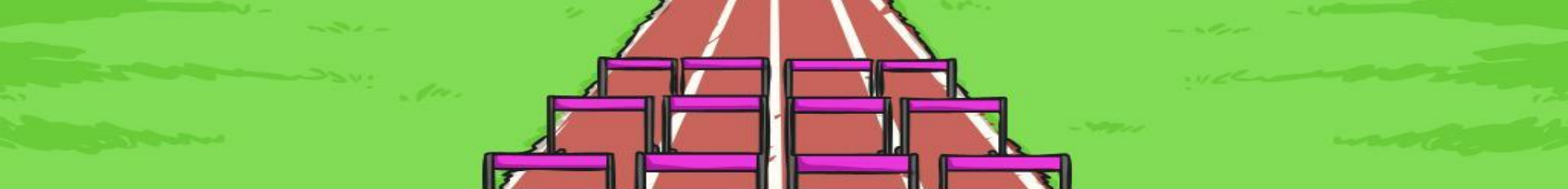
Perimeter = \_\_\_\_\_ mm

4)

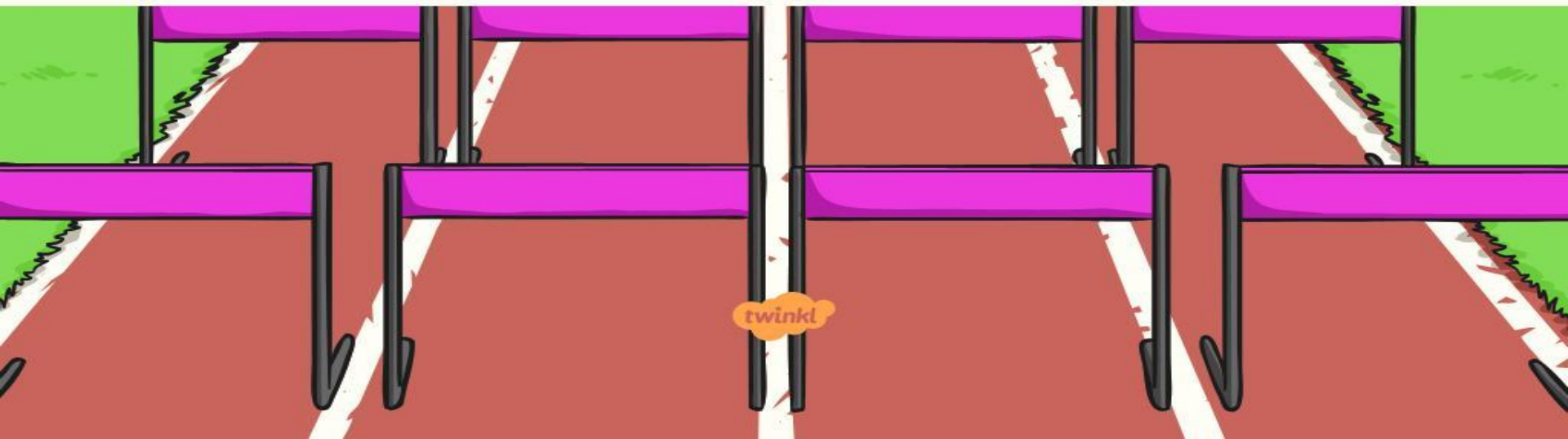


Perimeter = \_\_\_\_\_ m

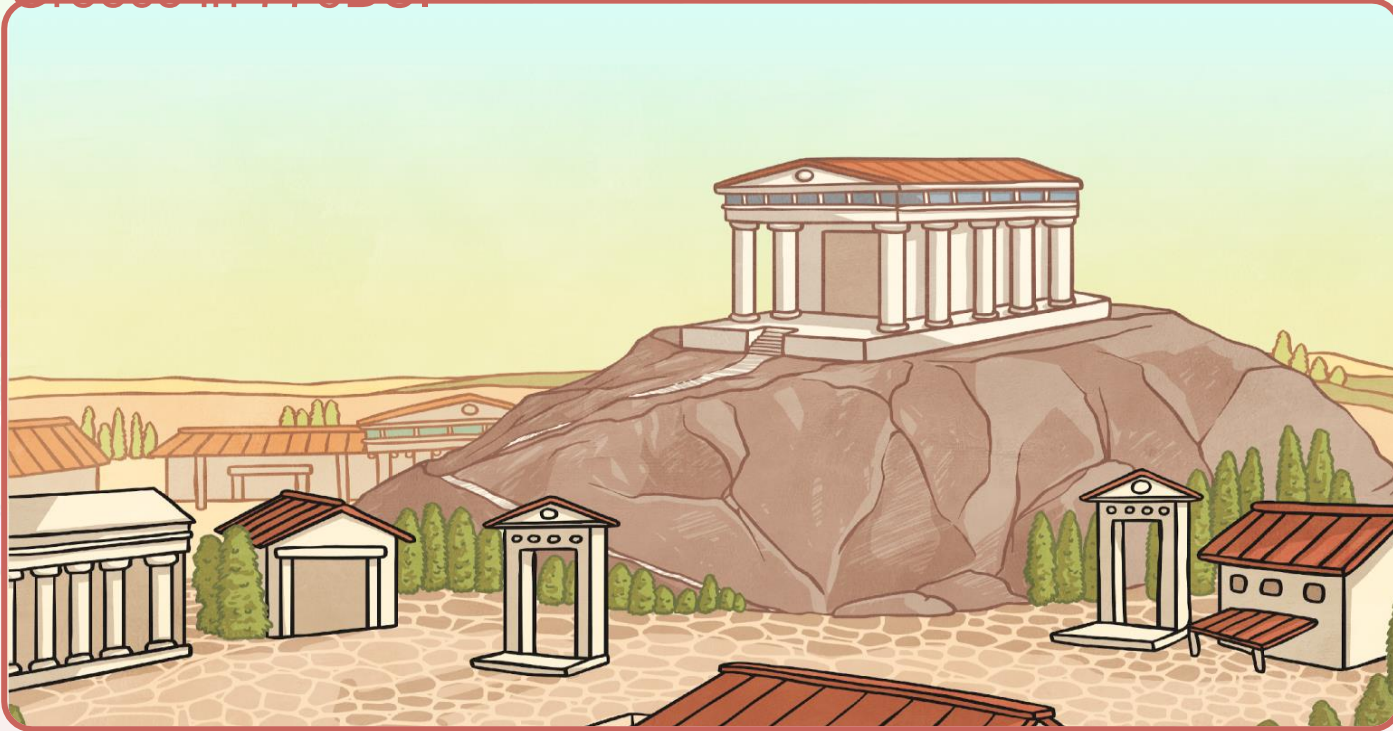




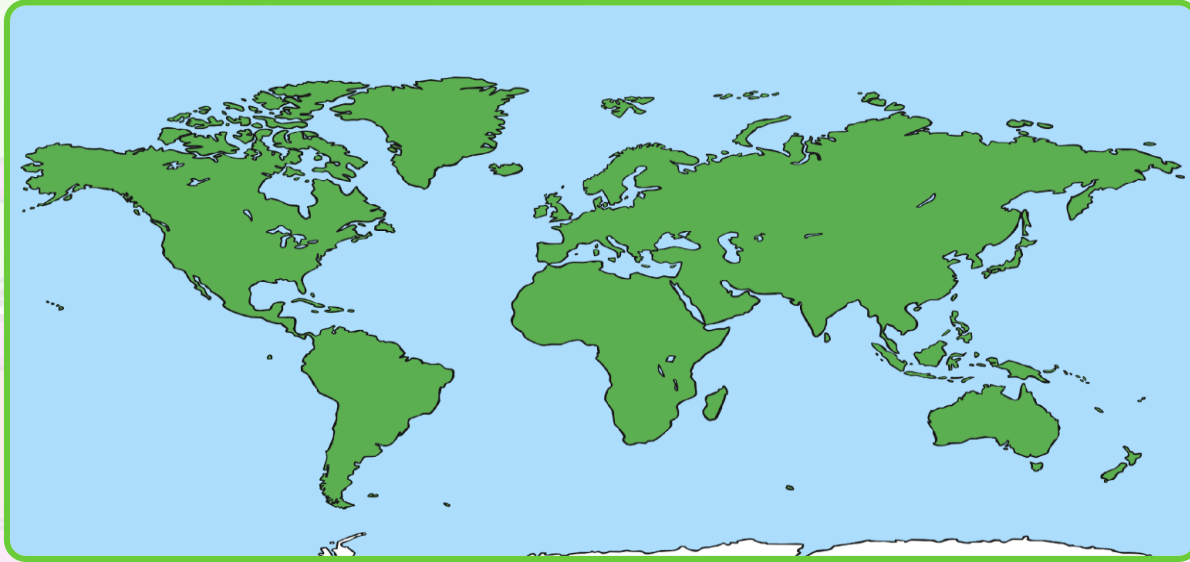
# The Olympics Past and Present



The first recorded Olympic Games was held in Olympia, Greece in 776BC.



The Games were held every four years, as they are today.



Back then it was only held in Olympia, whereas now it is held in a different country around the world each time.

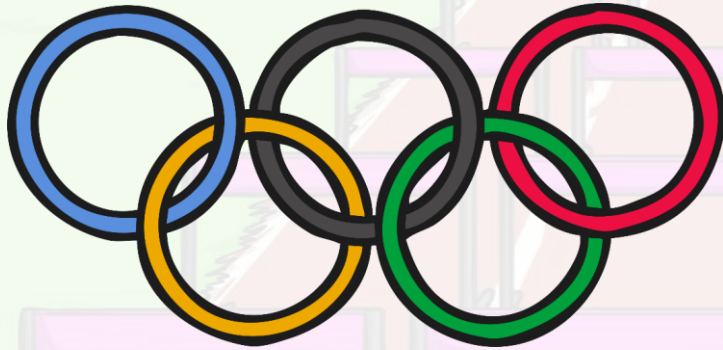
Today, as well as the Summer Olympics, the Winter Olympics are held two years after the Summer Games. The Ancient Greeks obviously had no Winter Olympics.



To symbolise the Ancient Olympics, the torch is carried around the country of the Games - this tradition started in the Ancient Greek days when the torch remained lit until the games were completed.



The Olympic Flag was designed by Pierre de Coubertin in 1914.



The colours of the rings are said to represent the five different continents in the world.

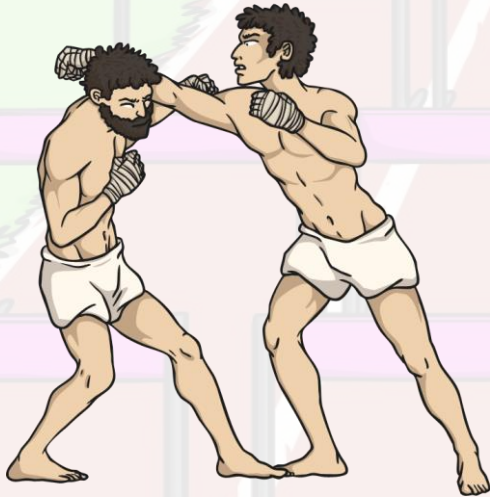
Coubertin was the founder of the Modern Olympic Games.

The Ancient Greeks used an olive wreath as their symbol – represents peace.



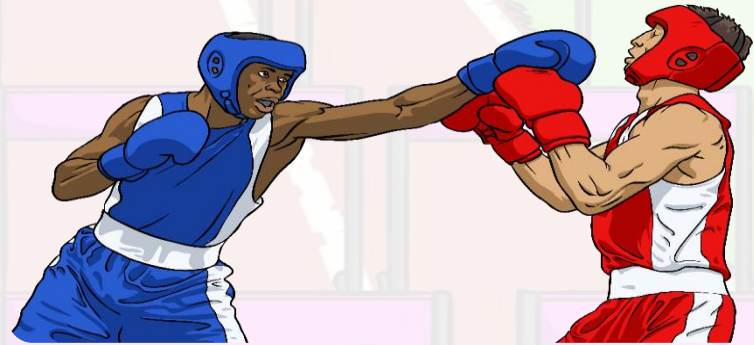
## Ancient Olympics

In the Ancient Greek Olympics there were only ten sports.



## Modern Olympics

In the Modern Olympics there are more than twenty different sports.



## Ancient Olympics

The pentathlon consisted of running, wrestling, long jump, discus and javelin.



## Modern Olympics

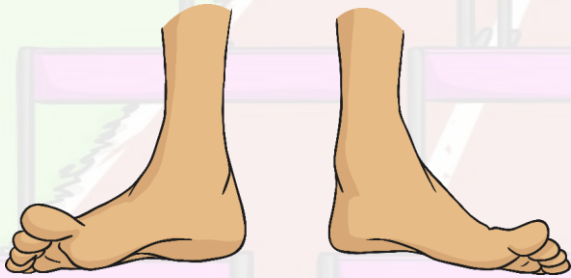
The modern pentathlon is made up of pistol shooting, fencing, swimming, show jumping and a cross-country run.





## Ancient Olympics

Athletes ran barefoot and wore no clothes.



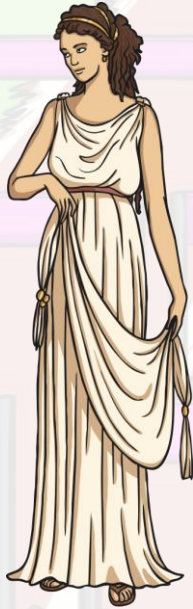
## Modern Olympics

Track runners today wear special shoes that have spikes to help them grip.



## Ancient Olympics

Women were not allowed to watch or compete in the Games.



## Modern Olympics

Women and men both take part, but they do not compete against each other.



# Your task..

The Olympic Games started in ----- . They were created because ----- . Only ----- were allowed to compete in the games until ----- when the rules were changed. The most successful country in the history of the Olympic Games are ----- . The UK's record medal holder is ----- .

**Research Task:** Complete this table with your own research to show how the Olympics have vastly changed over time.

<u>Past</u>	<u>Present</u>

# FRIDAY



## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - RE

# Basic Skills

## Maths Task - Rounding Numbers

## Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

Number	Nearest 10	Nearest 100	Nearest 1000
3484 ≈	3480	3500	3000
6584 ≈			
9046 ≈			
9951 ≈			
10 078 ≈			
15 305 ≈			

occupy

occur

opportunity

parliament

persuade

Dojo Challenge

Play TT Rockstars for 20 minutes

# Building The Article: Concluding The Article

**SPaG Starter** - Can you choose the correct homophone to help the sentence make sense?

Where / Were / Wear

**Where:** Asking the position of something - *Where are the dogs?*

**Were:** - Plural of someone or something in the past tense - *There were three people*

**Wear:** To put something on - *I like to wear a scarf when it's cold.*

Add the correct homophone into the spaces below.

1. \_\_\_\_\_ is the remote control?
2. There \_\_\_\_\_ three wise men.
3. I always \_\_\_\_\_ the correct school uniform.
4. I always go \_\_\_\_\_, I want.
5. Did I say you could \_\_\_\_\_ my trainers?
6. There \_\_\_\_\_ three bears: Daddy bear, Mummy bear and Baby bear.

Where

Were

Wear

Yesterday, we created our fourth paragraph.  
We described the battle between the beast and the hero.

This week, we will build our article adding one paragraph every day.

Remember, each paragraph has a purpose. It tells us about a certain part of the story.

Today, our final paragraph will focus on the future for our hero.

*Our model story is about Perseus and Medusa - you will adapt these paragraphs to your own characters.*

Staggeringly, upon his return, Perseus caught the tyrant Polydectes in pursuit of his dear mother. As quick as a flash, Perseus revealed the severed head of the beast and turned Polydectes into a gigantic, rage-filled statue for eternity. After a big hug, his mother had been saved. "I knew he'd never let me down!" beamed Danae, "every day, I waited patiently for my brilliant boy to return!". What next for our hero Perseus? Some have suggested he might retire in the stunning, picturesque mountains of Athens. Others have thought he might sail home to the place of his birth? "You will have to keep on guessing," he wryly smiled, "who knows where I'll end up next?"



*Let's think about what each sentence's job is..*

Staggeringly, upon his return, Perseus caught the tyrant Polydectes in pursuit of his dear mother.

As quick as a flash, Perseus revealed the severed head of the beast and turned Polydectes into a gigantic, rage-filled statue for eternity.

After a big hug, his mother had been saved. "I knew he'd never let me down!" beamed Danae, "every day, I waited patiently for my brilliant boy to return!".

What next for our hero Perseus? Some have suggested he might retire in the stunning,

picturesque mountains of Athens. Others have

thought he might sail home to the place of his birth? "You will have to keep on guessing," he

wryly smiled, "who knows where I'll end up next?"

1. Why not start with a fronted adverbial to show where your hero caught the king.

2. Could you start with a fronted adverbial to explain what the hero does to stop the king?

3. Can a character who has been rescued use direct speech to give his/her reaction.

4. A short, snappy rhetorical question.

5. Where have some suggested your hero will go to live?

6. Where have others suggested he might go?

7. Can your character use Split Speech to hint when her/she will end up next?

1. Why not start with a fronted adverbial to show where your hero caught the king.

2. Could you start with a fronted adverbial to explain what the hero does to stop the king?

3. Can a character who has been rescued use direct speech to give his/her reaction.

4. A short, snappy rhetorical question.

5. Where have some suggested your hero will go to live?

6. Where have others suggested he might go?

7. Can your character use Split Speech to hint when her/she will end up next?

## Your Task...

Use these prompt questions to write your final paragraph. Don't write your answers separately, put them all together in one paragraph.

Answer each question as descriptively if you can. Your paragraph will directly as brilliant as the amount of effort you have put in.

Make sure you add an illustration - you could maybe type out your whole story?

From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE



Guided Reading - 12th February

*Friend or Foe*

*Michael Morpurgo*

*Chapter 6*



'Nothing,' said David hurriedly.

'We'll find him, Mr Reynolds,' said Tucky. 'We were going up on the moor anyway, weren't we, Davey?'

'Don't be late for supper,' Ann called after them.

They ran back to the cottage first and dropped their school things in the bedroom. Tucky pulled off his pillowcase. 'We can use this to carry the food,' he said.

'You know where Jip went, don't you, Tucky? He went off to see them. What if Mr Reynolds had followed him? They've got a gun, haven't they?'

'They'd never use it, would they?' Tucky said. 'They never used it on us. They're not like that. They wouldn't have hurt him, and anyway, it never happened. Stop worrying about it. Come on.'

Tucky was impatient to get out there and he went off in search of food with strict instructions from David to take nothing that would be missed. David made sure Ann and Mr Reynolds were still out in the field and then went downstairs to find the brandy. He sorted through the bottles under the stairs, looking over his shoulders every few seconds to make sure no one was coming. He felt like a thief in the night. There was no brandy, only a bottle of whisky, half full, and

crates and crates of empties. He took the whisky and tucked it under his shirt.

They met at the door and ran, Tucky holding the pillowcase in front of him and David clutching the whisky in both hands as he tried to keep up with Tucky. They reached the stone wall again, and flopped down behind it.

'Look,' Tucky panted, opening up the pillowcase. 'Look what I got.' There were eggs again, two tins of corned beef and the remains of the pie from the evening before.

'You're mad, Tucky, why d'you take that?'

'That's all there was, honest. There were masses of tins like this and I left some of the pie in the bowl. There was nothing in the slops bowl. S'all I could find, Davey.'

It was clouding over now, and the hills on the moor were changing colour. The stones took on a deeper granite grey, and the grass turned almost purple on the hillsides. As they clambered up the hill towards the Germans' hide they felt the first drop of rain. But this time they felt something was wrong. It was all too quiet. They called out for Jip, but there was no answering bark.

The hide was deserted, the shelter had

disappeared as if it had never been there. Only the damp grey ashes by the stone wall were left to show that anyone had been there at all.

## Friday: Predictions

Can you create a story board of 3 images and short sentences underneath to predict what will happen in the next chapter.





## TIMES TABLE TEST 1

12.2.21  
XII.II.XXI

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?*

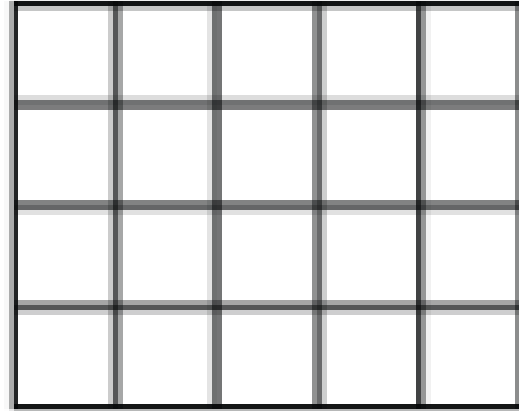
# Calculating Perimeter

12.2.21  
XII.II.XXI

*Last lesson on perimeter!*

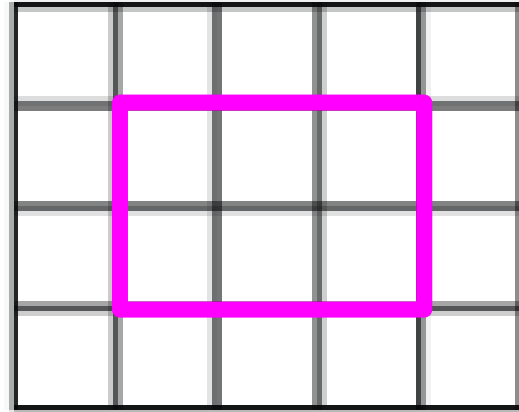
*We are going to draw a shape which has a perimeter of exactly 10 units.*

*How could we do this?*



*We are going to draw a shape which has a perimeter of exactly 10 units.*

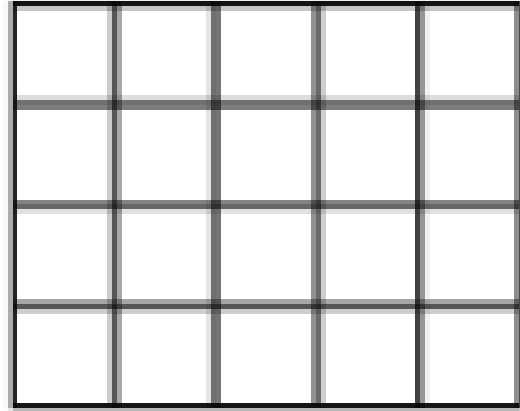
*How could we do this?*





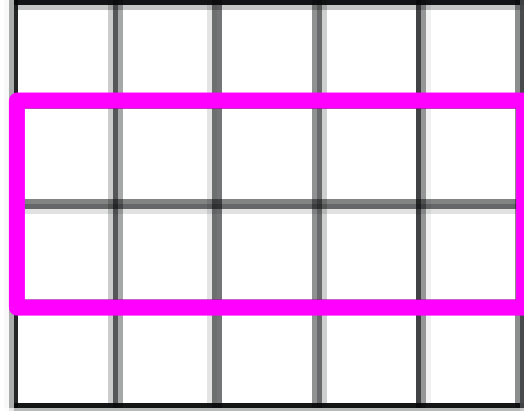
*Now we are going to draw a shape which has a perimeter of exactly 14 units.*

*How could we do this?*



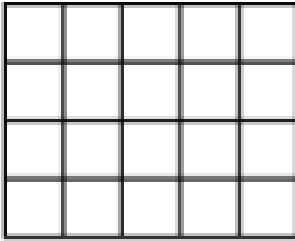
*We are going to draw a shape which has a perimeter of exactly 14 units.*

*How could we do this?*

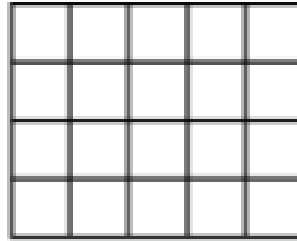


*Have a go at these 9 questions.*

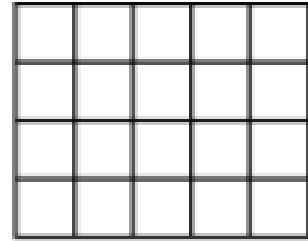
*Can you be creative with your shapes so that they're not all rectangles?*



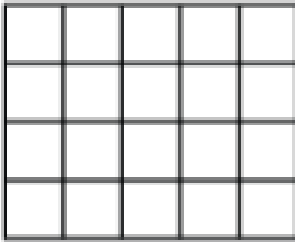
10 units



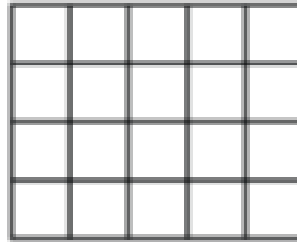
8 units



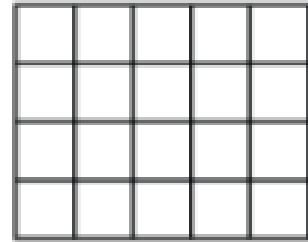
8 units



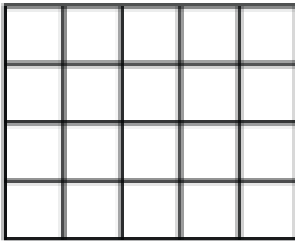
4 units



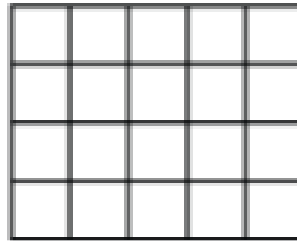
12 units



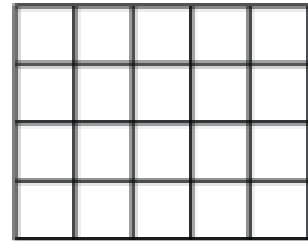
14 units



16 units



18 units



10 units

A stylized, colorful illustration of a landscape. The foreground features rolling green hills in various shades of green, with a dark brown path winding through them. On the left, there are several stylized plants: a green tree with rounded foliage, a purple flower, and a cluster of orange flowers. A small red bird is flying in the sky above the tree. The background consists of a white sky with wavy, layered blue bands at the top, suggesting a sky or water horizon.

# RE: LF3

Eucharist is a memorial

*Two words: What do they mean?*

*Eucharist*  
*Memorial*

## *Two words: What do they mean?*

### *Eucharist*

### *Memorial*

*The Eucharist is the ceremony when we receive the body and blood of Jesus when it has been blessed in church.*

*Memorial is something we use to remember a person or event.*

# The Eucharist

*The part of mass where we receive the communion is called the Eucharist. The bread and wine are blessed by the priest and are changed into the body and blood of Jesus.*

*There are many special prayers and blessings said at this time of mass...*

*...the Eucharistic prayer is one of them.*



# The Eucharist

*The priest will also say these words:*

*“Take this, all of you, and eat of it: for this is my body which will be given up for you.”*

and when he holds the chalice he says:

*“Take this, all of you, and drink from it: for this is the chalice of my blood, the blood of the new and eternal covenant, which will be poured out for you and for many for the forgiveness of sins. Do this in memory of me.”*





# The Eucharist

*When we eat the bread and drink the wine, we are taking in part of Jesus - just like during the last supper. We are also remembering that he gave up his life for us.*

*Covenant means promise.*

*This tells us that we are also remembering God's promise to us to watch over and guide us and always be there for us too.*

*The last thing it tells us is that our sins will be forgiven.*

*This whole part of mass is about*



# The Eucharist

*“Take this, all of you, and eat of it: for this is my body which will be given up for you.”*

and when he holds the chalice he says:

*“Take this, all of you, and drink from it: for this is the chalice of my blood, the blood of the new and eternal covenant, which will be poured out for you and for many for the forgiveness of sins. Do this in memory of me.”*



- 1. What is the Eucharist?***
- 2. What is the Eucharist a memory of?***
- 3. What is a memorial?***
- 4. What two things do Christians do to remember the last supper?***
- 5. What is meant by the word ‘covenant’?***
- 6. How do you think receiving the Eucharist affects Christians?***

