

Daily Plan
Monday 18th January

Monday 18th January 2021

Early Work	Maths 5 a day.	Practise your new weekly spellings list. (Nouns ending in the suffix -tion.) Write them in rainbow colours.
English	Read Chapter 7 of our class text 'The Lion, the Witch and the Wardrobe.' Then complete the accompanying Word Study and Comprehension Questions.	Look at the Creative Writing PowerPoint slides on 'What's in the Wardrobe?'. Discuss your answers to the questions with a grown up. Tomorrow you will start to record your thoughts.
Maths	Go onto the Topmarks maths website. Look up halving and doubling activities. Spend 5 mins playing one of these.	<ul style="list-style-type: none"> • First revise the teaching by looking over the PowerPoint slides for the day. This is on knowing that 1-place decimal numbers represent ones and tenths. Then do the practise sheets. • Then have a go at the practise sheet. Try the challenge!
Science	<p><u>'What happens to my food?'</u> In our second session we will begin to understand the human digestive system. Have a look at the following websites. https://kidshealth.org/en/kids/dsmovie.html http://www.homeschoolroom.com/digestive-system-demonstration/</p>	Then have a go at either Independent Task 1 or Task 2. If you are allowed you could have a go at making the digestive system out of everyday objects (as explained on the homeschool website). Obviously, please, please check with your grown up first!
Spellings and Reading	Information adoration sensation preparation education location exaggeration concentration imagination organisation	Read for 15 mins with an adult or older sibling and record it in your daily reading record. This could be a book from school or home or a comic. Don't forget to record it in your reading record and get a grown up to sign it.

Name: _____

Primary 5-a-day

Bronze



18th January

$$\begin{array}{r} 29 \\ + 41 \\ \hline \end{array}$$

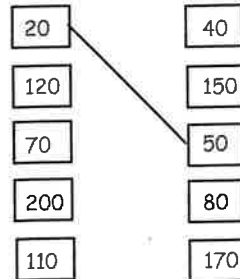
$$19 \times 5$$

A clock shows this time

2 : 50 pm

How long is it from this time until 4pm?

Draw lines to join **all the pairs** of number cards that have a **difference of 30**



Draw a 4cm line

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
Information						
Adoration						
Sensation						
Preparation						
Education						
Location						
Exaggeration						
Imagination						
Organisation						

Y4 Spring: Decimals and Fractions Unit 3 (3 days)

Introduction to one place decimals

You will need:

To read or look at on screen	To print out and write on
<ol style="list-style-type: none">1. Teaching revision – copies of the slides for Days 1 to 3.2. As appropriate – the Extra Support.3. As advised – the Investigation.	<ol style="list-style-type: none">1. Practice sheets for Days 1 to 3.2. Mastery questions – to be completed after the practice sheets.3. Possibly the sheets required for the Extra Support or Investigation activities.

Day 1

- First revise the teaching by looking over the PowerPoint slides for the day. This is on **knowing that 1-place decimal numbers represent ones and tenths.**
- Review and complete the practice sheet. Try the challenge.

Day 2

- First revise the teaching by looking over the PowerPoint slides for the day. This is on **dividing 2-digit numbers by 10 to create 1-place decimal numbers.**
- Review and complete the practice sheet. You can use a calculator to check your answers. Try the challenge.

Day 3

- First revise the teaching by looking over the PowerPoint slides for the day. This is on **multiplying 1-place decimals to give whole numbers.**
- Review the practice sheets. You have a choice of Sheet 1 (easier) or Sheet 2 (harder). Select the appropriate one. Complete the practice sheet.

Also available and to use as advised by the teacher:

- An in-depth investigation: *Magical Square Decimals*.
- An Extra Support activity: *Moving Digits* which will really help if you are finding the practice sheets tricky...

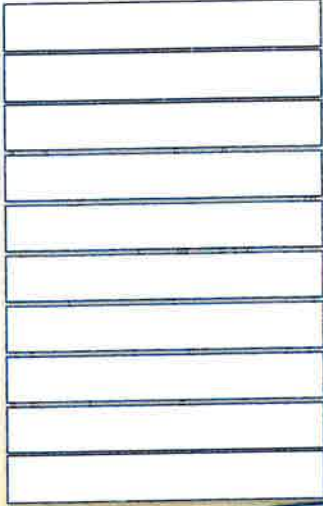
At the end of the Unit

Have a really good go at the Mastery Questions. Have you been able to do these?

Teaching revision: Day 1

Know that 1-place decimal numbers represent ones and tenths

Day 1: Know that 1-place decimal numbers represent ones and tenths.



How many equal strips has the whole piece of paper been cut into?

What **fraction** of the whole is each piece?

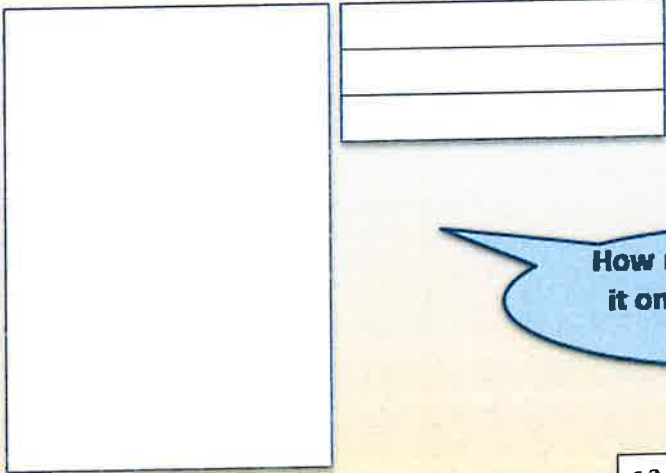
10s	1s	0.1s
	1	
	0	1

$\frac{1}{10} = 0.1$

We can divide 1 by 10 on a place value grid...

... Move one place to the right when dividing by 10.

Day 1: Know that 1-place decimal numbers represent ones and tenths.




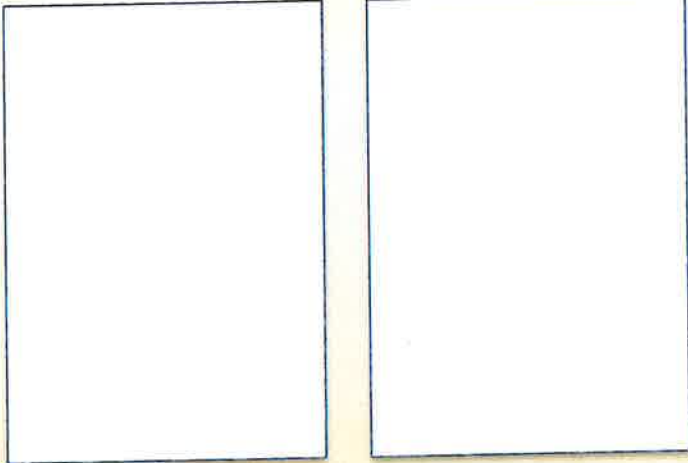
How much is here? Write it on your whiteboards as a decimal.


$1\frac{3}{10} = 1.3$

Teaching revision: Day 1

Know that 1-place decimal numbers represent ones and tenths

Day 1: Know that 1-place decimal numbers represent ones and tenths.



And now? 

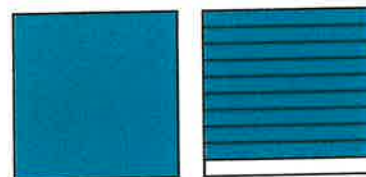
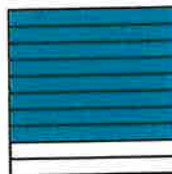
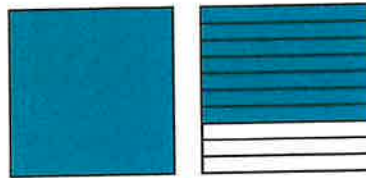
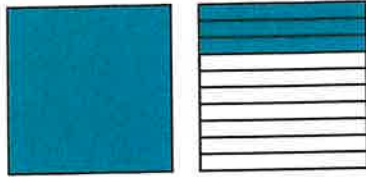
$1\frac{4}{10} = 1.4$

Now complete the practice sheet. Try the challenge.

Tenths

Sheet 1

Write the decimal to go with each picture.



Challenge

Write all the numbers in order, smallest first.

THE LION, THE WITCH, AND THE WARDROBE



CHAPTER 7

Word Study

Part 1: Providing context (1 mark each)

Below are sentences from the novel with missing vocabulary terms. Fill in the blanks with the appropriate word.

dodging	modest	strain
contentment	hoarse	earnestly

1. "Whatever it is,' said Peter, 'it's _____ us. It's something that doesn't want to be seen.'"
2. "At this moment the Beaver again popped its head out from behind the tree and beckoned _____ to them."
3. "... but it still drew back, saying to them in a _____ throaty whisper, 'Further in, come further in.'"
4. "Susan felt as if some delicious smell or some delightful _____ of music had just floated by her."
5. "They also noticed that he now had a sort of _____ expression on his face..."
6. "...each person shoved back his (or her) stool so as to be able to lean against the wall, and gave a long sigh of _____.

Part 2: Synonyms

A **synonym** is a word that has a similar meaning to another word. Circle the synonym of the bolded word from the list provided.

7. dodging	evasion	stamping	hissing	licking
8. modest	satisfied	humble	huge	considerate
9. strain	filter	struggle	damage	type
10. contentment	discomfort	injury	happiness	overexcited
11. hoarse	dirty	croaky	smooth	sticky
12. earnestly	seriously	weakly	gracefully	softly

THE LION, THE WITCH, AND THE WARDROBE



Reading Comprehension

Part 1: Circle the correct answer. (1 mark each)

- | | |
|---|---|
| <p>1. What did the children follow into the woods right after leaving Mr. Tumnus's cave?</p> <ul style="list-style-type: none">a. a faunb. a robinc. a wolfd. a beaver <p>2. Who did the children meet in the woods?</p> <ul style="list-style-type: none">a. the White Witchb. Aslanc. a beaverd. Mr. Tumnus <p>3. How did Edmund feel when he heard the name Aslan?</p> <ul style="list-style-type: none">a. mysterious horrorb. brave and adventurousc. a delightful smell or sound of musicd. the feeling of the first day of holidays | <p>4. Where were the children taken for safety?</p> <ul style="list-style-type: none">a. the beavers' damb. the castle of Cair Paravelc. the castle of the White Witchd. back to Mr. Tumnus's cave <p>5. What was the "lady" of the house doing when Mr. Beaver and the children arrived?</p> <ul style="list-style-type: none">a. She was cooking dinner for them all.b. She was sewing on a sewing machine.c. She was polishing the silver.d. She was decorating the dam for the Christmas holiday. <p>6. Who was said to be "on the move" in Narnia?</p> <ul style="list-style-type: none">a. Edmundb. the White Witchc. the Witch's wolvesd. Aslan |
|---|---|

THE LION, THE WITCH, AND THE WARDROBE

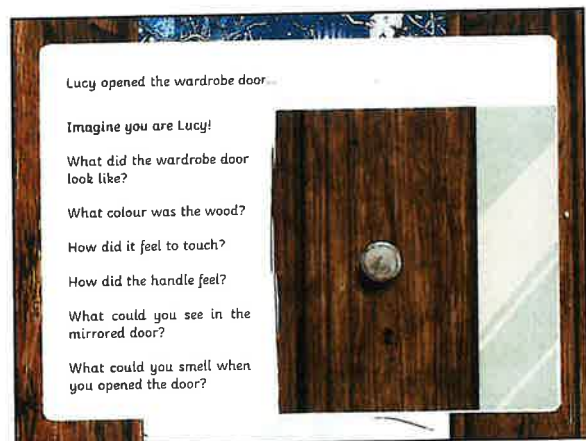
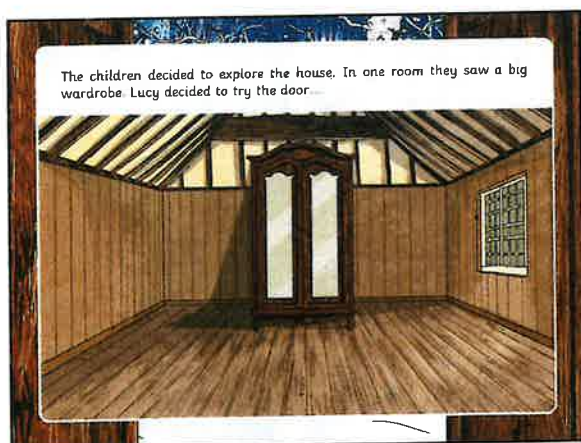
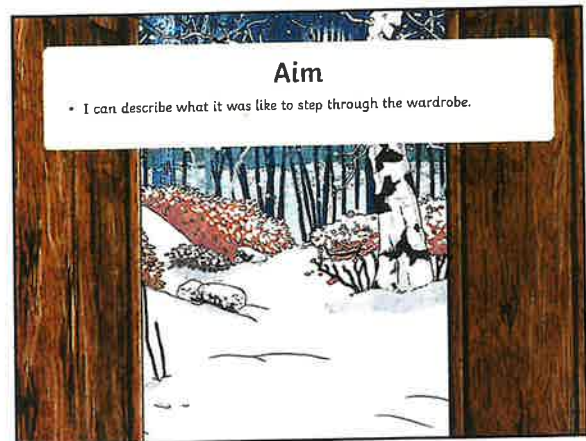
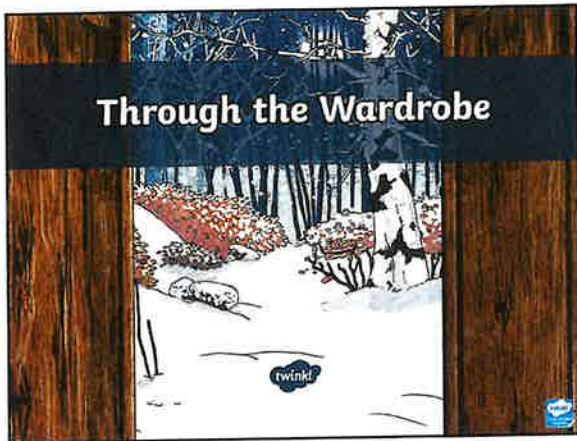
Part 2: Answer the following questions in FULL SENTENCES.

7. How did the children know that the Beaver and Mr. Tumnus were friends? (2 marks)

8. How did the Beaver feel about the dam? Use evidence from the text for support. (3 marks)

9. Why was Mr. Beaver pleased that it was snowing again? (2 marks)





Inside, Lucy saw some long fur coats. She loved the smell and feel of fur! Lucy stepped inside the wardrobe (but left the door open behind her). She buried her face in the fur...


What made you step into the wardrobe?

How did you feel stepping into the wardrobe?

How did the fur feel?

How did the fur smell?

What did it feel like to bury your face in the fur?



Lucy kept moving forward.. until she found herself in a cold, snowy woodland...

What did it feel like to step into this cold, snowy place?


Can you describe what you saw?

What could you hear?


What could you smell?

How did you feel at this point?

How did your feelings/thoughts change from when you first stepped into the wardrobe?



Now write your story about going through the wardrobe!



Science - Year 4

Animals including Humans – Block 4AH

Excuse me, are these your teeth?

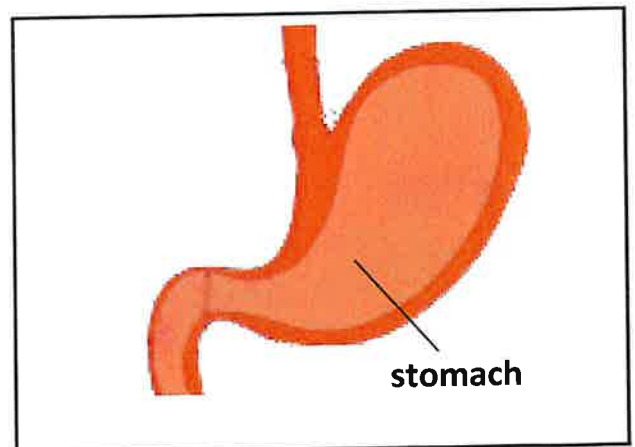
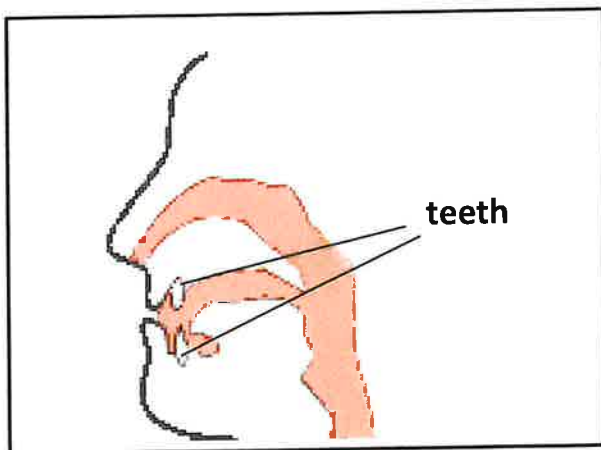
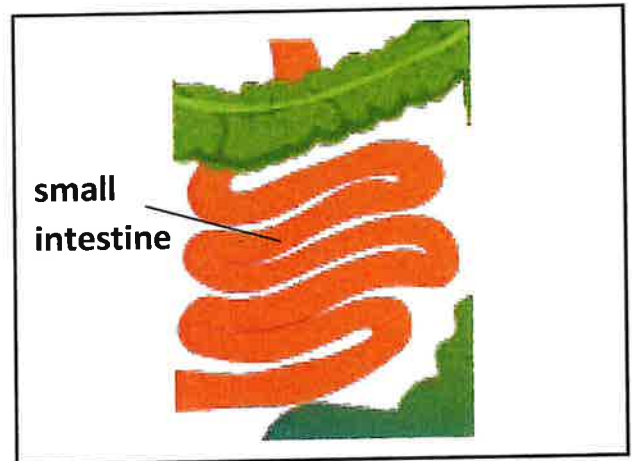
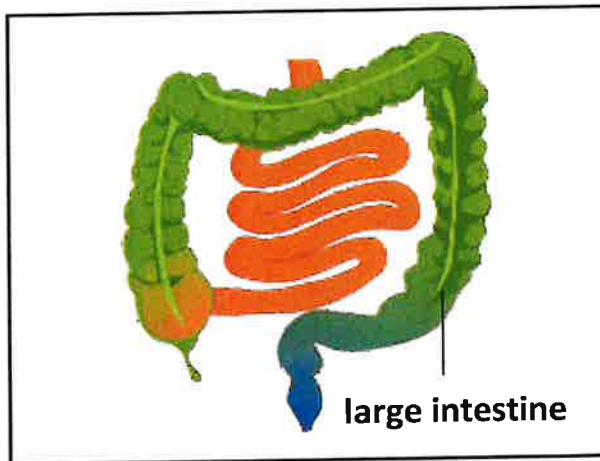
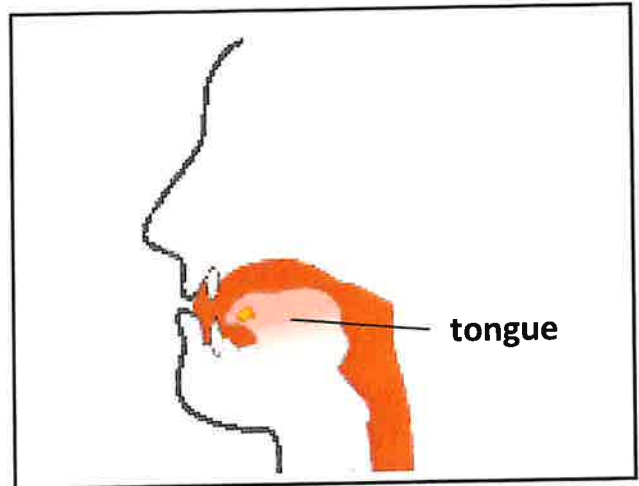
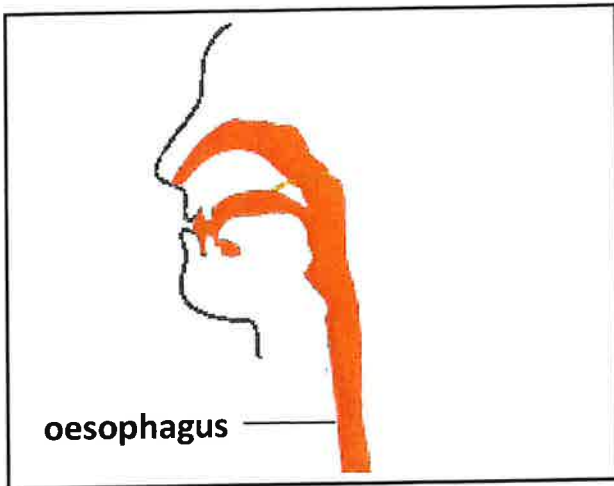
Session 2

Resource Pack

Independent Task 1

Focus: I know the basic parts of the digestive system

Place the parts of the digestive system, and the labels, in the correct order. Does your partner agree with you? Can you remember what any of the parts do?



Independent Task 2

Focus: I know the function of the different parts of the digestive system

Match the part of the digestive system to the correct function.

Oesophagus
(gullet)

Tongue

Colon
(large intestine)

Stomach

Teeth

Ileum
(small intestine)

Grinds up the food making it small enough to swallow.

Carries food from the mouth to the stomach. It is about 25cm

Breaks down food using acid from its lining.

Absorbs water from undigested food and makes faeces (poo).

Absorbs nutrients and minerals from the food.

Moves food from the mouth towards the oesophagus.

Independent Task 2

Focus: I can describe the function of the different parts of the digestive system

Write a sentence that explains what each part of the digestive system does.

Teeth

Oesophagus(gullet)

Stomach

Ileum (small intestine)

Colon (large intestine)