

Daily Plan
Monday 25th January

Early Work	Maths 5 a day.	Practise your new weekly spellings list. (Nouns ending in the suffix -tion.) Write them in a pyramid shape as we have been doing in class recently.
English	This week we are going to start thinking about how to plan our own adventure story based around 'The Lion, the witch and the Wardrobe.' Today's task is to plan what main characters you would like in your story. You may have up to 4.	Think about your character's names, appearance, characteristics and any other details that you think are relevant. Write a paragraph about each of your characters, in full sentences with a sub-heading (underlined) at the top using amazing adjectives and of course perfect punctuation! Look at the PowerPoint slides for ideas on what to include.
Maths	Go onto the Topmarks maths website. https://www.topmarks.co.uk/maths-games/rocket-rounding Play 'Rocket Rounding'. Numbers up to 99 to nearest 10. You have 5 mins. Go!	First revise the teaching by looking over the PowerPoint slides for the day. This is on <u>relating fractions to decimals</u> ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$). Review and complete the practice sheet.
Vipers	Read Chapter 11 of our class text 'The Lion, the Witch and the Wardrobe.' Then complete the accompanying Word Study and Comprehension Questions.	Look at the image provided, discuss what you think it is about with someone at home. Answer the questions provided on the sheet.
Science	Today we are looking at the function of the intestines. The small and large intestines have different functions which are described in the following two videos. https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zdkfvk7 https://kidshealth.org/en/kids/dsmovie.html	Once you have watched the videos complete the questions either online at https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zdkfvk7 or on the sheet provided. Then have a go at the quiz. If you can, talk through all of the organs that make up the digestive system and discuss the function of each of them.
Spellings and Reading	<p>creation vibration</p> <p>radiation translation</p> <p>indication</p> <p>ventilation</p> <p>relegation</p> <p>dedication</p> <p>demonstration</p> <p>abbreviation</p>	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.



25th January

$4 \times 0 \times 2$

$39 \text{ metres} - 15 \text{ metres}$

m

Draw a pentagon

Complete the tally chart

Blue Blue Red Green Red
 Blue White Green Red Green
 Red Blue Red Green Red

Colour	Tally	Frequency
Blue		
White		
Red		
Green		

Which colour is the most common?

Which colour is the least common?

THE LION, THE WITCH, AND THE WARDROBE



CHAPTER 11

Word Study



Part 1: Figurative and literary devices (1 mark each)

A **simile** is a comparison of two unlike things using the terms "like" or "as".

An **onomatopoeia** is a word that depicts the sound something makes.

An **idiom** is an expression which cannot be determined from the meanings of the actual words.

Personification is when human qualities are given to non-human objects.

A **hyperbole** is an exaggeration or overstatement.

Identify the underlined and italicized words or phrases as either *simile* (3), *onomatopoeia* (4), *idiom* (1), *personification* (3), or *hyperbole* (1).

1. "...he came bounding like an enormous dog to the side of the sledge."

2. "...immediately he shot away into the snow and darkness, as quickly as a horse can gallop." _____
3. "And as they went on, hour after hour, it did come to seem like a dream."

4. "And still they went on and on, with no sound but the everlasting swish of the snow and the creaking of the reindeer's harness." _____
5. "At that moment one of the young squirrels lost its head completely."

6. "A strange, sweet, rustling, chattering noise ..." _____
7. "And his heart gave a great leap ... when he realized that the frost was over."

8. "And much nearer there was a drip-drip-drip from the branches of all the trees."

9. "You will hardly be able to imagine what a relief those green patches were after the endless white." _____
10. "Every moment more and more of the trees shook off their robes of snow."

11. "A light breeze sprang up which scattered drops of moisture from the swaying branches ..." _____
12. "A bee buzzed across their path." _____

THE LION, THE WITCH, AND THE WARDROBE



Reading Comprehension



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

- | | |
|---|--|
| <p>1. What did Edmund ask the White Witch to give him?</p> <ol style="list-style-type: none">warm clothesa warm drinkTurkish Delighta hot meal <p>2. What did the White Witch give Edmund to eat at her castle?</p> <ol style="list-style-type: none">stale bread and watergruelgoat's milk and Turkish Delightapples and cheese <p>3. What did the White Witch order Maugrim do?</p> <ol style="list-style-type: none">Kill Edmund.Go to the Beaver's dam and kill everyone they find.Go to Mr. Tumnus's cave and have him arrested.Find Aslan and destroy him. | <p>4. What did the woodland animals tell the Witch about where they got the feast?</p> <ol style="list-style-type: none">They got it from Mr. Tumnus's cave.They got it from the Beavers, and the children that were with them.They got it from Father Christmas.They got it from the Dwarf. <p>5. What did the White Witch do to the woodland animals?</p> <ol style="list-style-type: none">She tricked them into betraying the children.She turned the animal party to stone.She laughed at them and continued on her quest to find the children.She had the wolves destroy the animal party. <p>6. What did Edmund notice about the White Witch's sledge and the forest as they travelled to catch his brother and sisters?</p> <ol style="list-style-type: none">It was slowing down because the snow was melting.The reindeer's harnesses were wearing through.The right runner was coming loose until it could hardly move.The dwarf was taking them in the wrong direction. |
|---|--|

THE LION, THE WITCH, AND THE WARDROBE

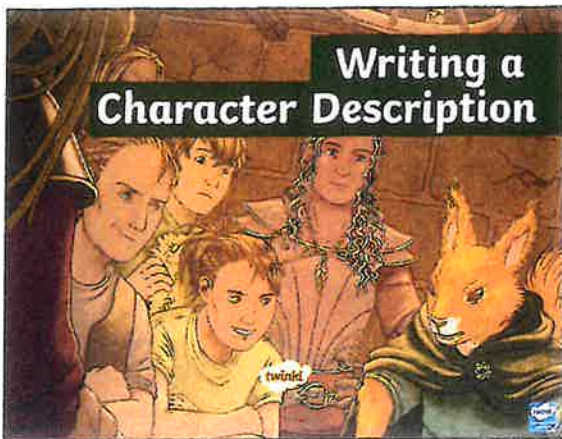
Part 2: Answer the following questions in FULL SENTENCES.

7. Why did the Witch respond the way she did when the Dwarf mentioned Aslan? (3 marks)

8. Why do you think Edmund shouted out for the Witch not to harm the animals? (2 marks)

9. What changes does Edmund notice around him as he is walking with the Dwarf and the White Witch? (3 marks)





What Is a Character Description?

What do we learn about Serla from this description?

An enormous white wolf was *walking stiffly* towards them on its hind legs. It was dressed in a breastplate and a red cape, which swished lazily around the creature's furred feet. Its eyes were a burning orange, and a glint around its mouth gave the merest suggestion of sharp fangs. The wolf stopped directly in front of Cole and gazed down at him, amber eyes bulging. "Who is this?" she growled. Cole held his breath as the wolf prowled around him in a circle, spooling him up and down. She had long, grey streaks in the fur on her nose.

Describing a Character's Appearance

- gold
- bejewelled
- heavy
- pale
- sunken
- velvet
- blue
- floor-length
- stooped
- slender
- expensive
- fine
- embroidered
- shoulder-length
- wispy
- snowy white

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Describing a Character Using Your Senses

- gold
- bejewelled
- heavy
- pale
- sunken
- velvet
- blue
- floor-length
- stooped
- slender
- expensive
- fine
- embroidered
- shoulder-length
- wispy
- snowy white

Figurative Language

hair as white as snow

The crown in all crowns were ever plucked from the marketplace

The cloak hung lazily over his shoulders

What Is a Character Description?

Let's look again at the description of Serla the wolf. As well as Serla's physical features, this character description told us about her character.


An enormous, white wolf was walking stiffly towards them on its hind legs. It was dressed in a breastplate and a red cape, which swished lazily around the creature's furred feet. Its eyes were a burning orange, and a glint around its mouth gave the merest suggestion of sharp fangs. The wolf stopped directly in front of Cole and gazed down at him, amber eyes bulging. "Who is this?" she growled. Cole held his breath as the wolf growled around him in a circle, looking him up and down. She had long, grey streaks in the fur on her nose.

Describing a Character's Personality

How could we show these character traits without simply listing them?


Manipulative

Powerful




Putting It All Together


When putting all of your planning together, it is important to remember that:



Putting It All Together




What Makes an Effective Character Description?




Teaching revision: Day 1

Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$)

Day 1: Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$).



What fraction on the counting stick is the arrow pointing to?
What other ways can you write or say that?


$\frac{2}{10}$ as a fraction or $\frac{1}{5}$ in its simplest form.

Or **0.2** as a decimal.

$0.2 \equiv \frac{1}{5} \equiv \frac{2}{10}$

They are each **equivalent**, different ways of saying the same amount!

Day 1: Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$).



What fraction on the counting stick is the arrow pointing to?
What other ways can you write or say that?

$\frac{8}{10}$ as a fraction or $\frac{4}{5}$ in its simplest form.

Or **0.8** as a decimal.

$0.8 \equiv \frac{4}{5} \equiv \frac{8}{10}$

Teaching revision: Day 1

Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$)

Day 1: Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$).

0 1

A B C

Now try these points, write the different ways.

Let's check...

A. $0.4 \equiv \frac{2}{5} \equiv \frac{4}{10}$

B. $0.5 \equiv \frac{5}{10} \equiv \frac{1}{2}$

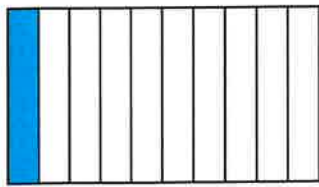
C. $0.7 \equiv \frac{7}{10}$

Now complete the practice sheet.

Tenths

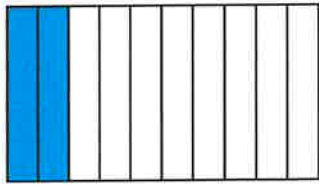
Sheet 1

Fill in the missing fractions and decimals and provide any equivalents.



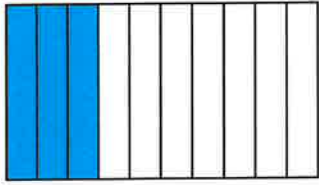
$0.1 = \boxed{}$

e.g. $0.1 + \boxed{} = 1$

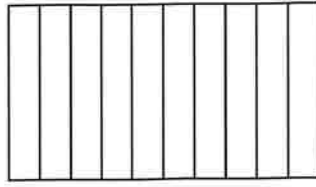


Hint: It's in the 'equivalent' symbol!

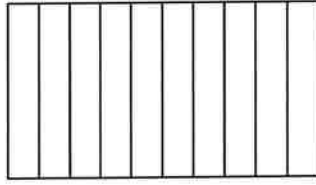
$0.2 = \boxed{} = \boxed{}$



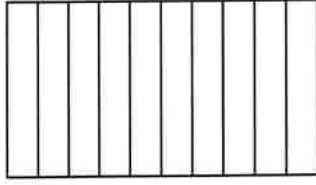
$\boxed{} = \boxed{}$



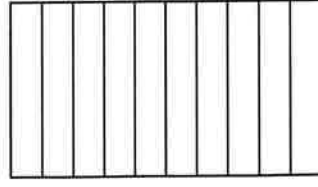
$\boxed{} = \frac{4}{10} = \boxed{}$



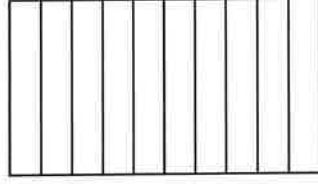
$0.5 = \boxed{} = \boxed{}$



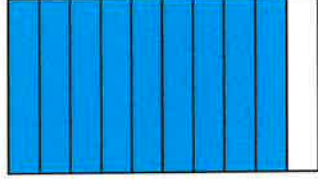
$\boxed{} = \boxed{} = \frac{3}{5}$



$0.7 = \boxed{}$



$\boxed{} = \frac{8}{10} = \boxed{}$



$\boxed{} = \boxed{}$

Vipers



Study the picture, have a think about the following questions;

- What is the robot doing?
- Is it looking at the moth?
- Why is the light bulb on his head lit up? Has he had an idea?
- Is the shape of the wire inside the lightbulb important?
- Does this robot have any friends or family?
- Can he feel emotions? If so, how do you know? Which ones?
- How do *you* feel towards the robot? Why?
- Why is this image called 'Patience'?
- Talk/write about a time when you had to be patient. How did it feel? Was it worth it?
Is being patient a good thing?

<https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/zdkfvk7>

Watch the short video, read through the text and fill in the gaps. Next answer the quiz about the functions of the organs in the digestive system.

Intestines

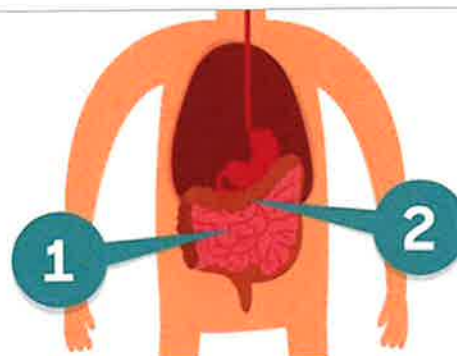
The intestines are divided into two parts: the **small intestine** and the **large intestine**.

1. Small intestine

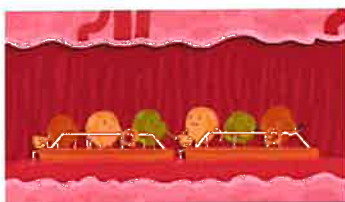
Digested food is absorbed in the small intestine. This means that it passes through the wall of the small intestine and into the **bloodstream**. The blood then carries the useful substances around the body to where they are needed.

2. Large intestine

By the time the contents reach the large intestine, most of the digested food has been absorbed. This just leaves waste material that the body doesn't need or can't digest. This is called **faeces** or poo, which we get rid of when we go to the toilet.



Partially digested food arrives in the intestine from the stomach.



▶ Fill in the gaps using the following words:
large - world - small - body

After leaving the stomach, food enters the intestine where nutrients are absorbed into the blood through the intestine wall. These nutrients are then sent around the to wherever they're needed.

Anything that cannot be absorbed moves to the intestine.

Check ✓

After you have completed this activity. Recap the parts of the digestive system and all of the functions of the different organs.