

Daily Plan  
Tuesday 26<sup>th</sup> January

Early Work	Maths 5 a day.	Practise your new weekly spellings list. (Nouns ending in the suffix -tion.) Use the handwriting sheet provided to showcase your neatest handwriting!
English	Plan your ideas on the Story Mountain Template provided so that your story has a structure. Remember this is a plan so you may use words and phrases NOT whole sentences. Remember you need to think about an opening, a build-up, a problem, a resolution and an ending to the story.	Have a look at this website to help you with your story structure. <a href="https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zk8qnr">https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zk8qnr</a>
Maths	Go onto the Topmarks maths website. <a href="https://www.topmarks.co.uk/maths-games/rocket-rounding">https://www.topmarks.co.uk/maths-games/rocket-rounding</a> Play 'Rocket Rounding'. Numbers up to 999 to nearest 10. You have 5 mins. Go!	First revise the teaching by looking over the PowerPoint slides for the day. This is on relating 1-place decimals to cm and mm; marking numbers with 1 decimal place on number lines and rounding to the nearest whole. Review the practice sheets. You have a choice of Sheet 1 (easier) or Sheet 2 (harder). Select the appropriate one. Complete the practice sheet.
Vipers	Read Chapter 12 of our class text 'The Lion, the Witch and the Wardrobe.' Then complete the accompanying Word Study and Comprehension Questions.	This week the Viper that we are looking at is summarise. After reading Chapter 12 summarise orally what happened in the chapter to someone at home.
PE	Time for a daily bit of exercise! Get out in the garden or a public space and do the Daily Mile. Alternatively, if the weather is bad go onto the 'Cosmic Yoga' website and enjoy a stretching session!	
Spellings/Reading	<p>creation</p> <p>radiation</p> <p>indication</p> <p>ventilation</p> <p>relegation</p> <p>dedication</p> <p>demonstration</p> <p>abbreviation</p> <p>translation</p> <p>vibration</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.

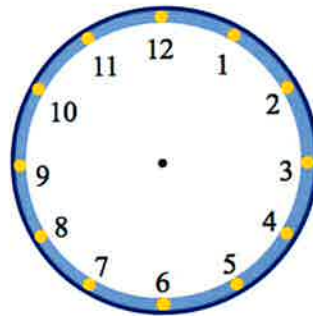


26th January

$17p + 61p$

$3 \times 9$

Show the time **ten past nine** on the clock



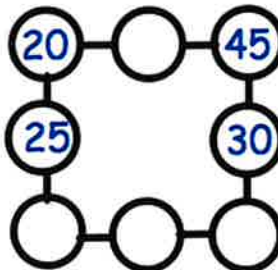
A carton of milk costs 55p



Find the cost of three cartons of milk

In the diagram, three circles in a straight line **add to 100**.

Write in the missing numbers.



# Cursive Handwriting Practice

Practise your weekly spelling words using cursive handwriting.

creation

radiation

indication

ventilation

relegation

dedication

demonstration

abbreviation

translation

vibration

## THE LION, THE WITCH, AND THE WARDROBE



### CHAPTER 12

### Word Study



**Part 1: Match the terms and expressions with their meaning.**

- |                      |   |
|----------------------|---|
| ___ 1. kingfisher    | A. a large dog, now commonly called a German shepherd |
| ___ 2. pavilion      | B. prove his skill and bravery                        |
| ___ 3. velvet them   | C. a brightly colored bird                            |
| ___ 4. Alsatian      | D. hold the claws in                                  |
| ___ 5. win his spurs | E. a large, luxurious tent                            |
| ___ 6. thrush        | F. a small songbird                                   |

**Part 2: Fill in the blanks with the words or expressions from the list above that make the most sense based on the story.**

- The Beavers and the children saw \_\_\_\_\_ and \_\_\_\_\_ as they were walking.
- After climbing a high hill, the children were able to see the sea, the Stone Table, and a \_\_\_\_\_ pitched on one side of a green open space.
- Lucy thought Aslan's paws would be terrible if he didn't know how to \_\_\_\_\_.
- Peter heard a horn blow, and then saw a large creature like an \_\_\_\_\_ chasing Susan.
- Aslan told the other creatures to hold back and let Peter \_\_\_\_\_.

## THE LION, THE WITCH, AND THE WARDROBE



### Reading Comprehension



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

- |   |  |
|---|--|
| <p>1. Who did Peter, Susan, and Lucy meet at the Stone Table?</p> <ol style="list-style-type: none"><li>Tumnus</li><li>Aslan</li><li>Maugrim</li><li>Rumblebuffin</li></ol> <p>2. Why did Aslan show Peter the castle before any of the other children?</p> <ol style="list-style-type: none"><li>Aslan wanted to be sure the children would like the castle.</li><li>Peter was the firstborn, and he would be High King of all the rest.</li><li>Lucy and Susan were tired and went to sleep.</li><li>Aslan wanted to impress Peter.</li></ol> <p>3. While viewing Cari Paraval, what did Peter hear that caught his attention?</p> <ol style="list-style-type: none"><li>He heard Lucy and Susan screaming.</li><li>He heard barking and snarling.</li><li>He heard a cannon fire.</li><li>He heard Susan's horn blowing.</li></ol> | <p>4. What did Maugrim do to Susan and Lucy?</p> <ol style="list-style-type: none"><li>Maugrim took them to the Stone Table.</li><li>Maugrim warned them the White Witch was coming.</li><li>Maugrim and the wolves attacked Susan and Lucy.</li><li>Maugrim hid them from Father Christmas.</li></ol> <p>5. What did Peter do to Maugrim?</p> <ol style="list-style-type: none"><li>He put Maugrim in a cage to all to see.</li><li>He fought and killed Maugrim with his sword.</li><li>He drove Maugrim away from camp.</li><li>He laughed at Maugrim in front of the other wolves.</li></ol> <p>6. What name did Aslan give to Peter?</p> <ol style="list-style-type: none"><li>Peter the Great</li><li>Sir Peter Wolf's-Bane</li><li>Sir Peter Friend of Narnia</li><li>Sir Peter Wolf Killer</li></ol> |
|---|--|

## THE LION, THE WITCH, AND THE WARDROBE

### Part 2: Answer the following questions in FULL SENTENCES.

7. What adjectives does the narrator use to describe the scene at the Stone Table?  
Identify at least four. (4 marks)

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8. Describe Aslan and the types of creatures around him. (4 marks)

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9. What did Aslan send the other creatures to do after Peter's battle? (2 marks)

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Title: \_\_\_\_\_

Author: \_\_\_\_\_

Dilemma  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Problem  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Opening  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Characters      Setting  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resolution  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

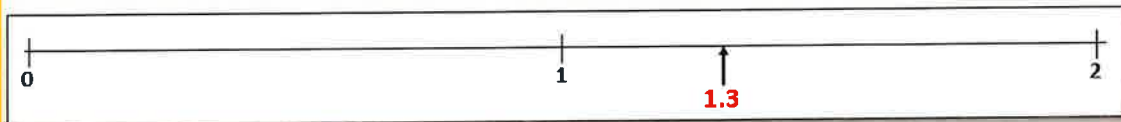
Vocabulary  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ending      Moral  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Teaching revision: Day 2

Relate 1-place decimals to cm and mm; mark numbers with 1 decimal place on number lines and round to the nearest whole

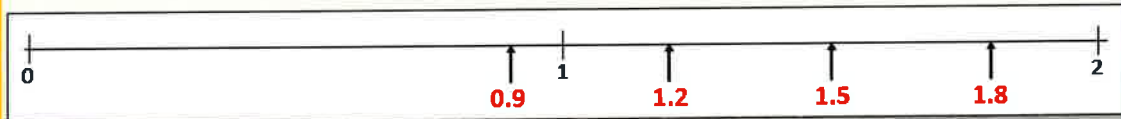
**Day 2: Relate 1-place decimals to cm and mm; Mark numbers with 1 decimal place on number lines; Round numbers with 1 decimal place to the nearest whole**



Let's mark 1.3 on this 0-2 line.

Is it closer to 1 or to 2?

**Day 2: Relate 1-place decimals to cm and mm; Mark numbers with 1 decimal place on number lines; Round numbers with 1 decimal place to the nearest whole**



Write 0.9, 1.2, 1.8 and 1.5 rounded to the nearest whole.

Let's check...

0.9 ... rounds up to 1.

1.2 ... rounds down to 1.

1.8 ... rounds up to 2.

1.5 ... halfway between 1 and 2 so we round up to 2.

Now choose a practice sheet to suit you.  
You can select Sheet 1 (easier) or Sheet 2 (harder).



## Placing decimals on lines

Sheet 1

Place these decimals on the line. Draw a line from each decimal to round to the nearest whole number.  
Remember that we round up numbers ending in 5.

1.5, 0.9, 3.2, 4.7, 2.4



7.5, 5.7, 9.9, 6.3, 8.8

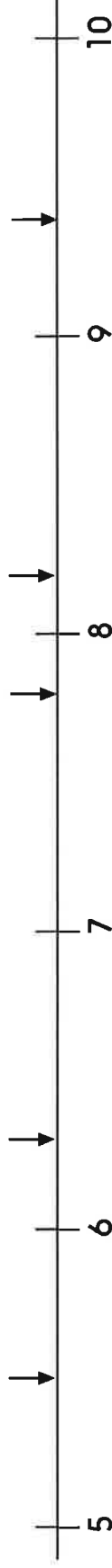


### Challenge

Write two new numbers between 3 and 4, each with one decimal place.  
One number must round up, and the other must round down.

## Identifying decimals on lines Sheet 2

Label the mystery decimals. Draw a line from each decimal to round to the nearest whole number.



### Challenge

Write a different number with one decimal place which rounds up to 5. Write a different number with one decimal place which rounds down to 5.

# Features of Story Openings Checklist

A story opening should include...



hook the reader with an interesting opening.	
make the reader ask questions about the story.	
include dramatic actions.	
introduce something appealing.	



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