



Bronze level

## A Scarecrow's Job

- 6 There he stands alone and still,  
 12 In the middle of the field,  
 19 With his dungarees and straw for hair,  
 23 Forever with eyes peeled.
- 29 Through every season he's always there,  
 34 Despite the sun or snow,  
 39 Upright on his wooden frame,  
 44 As if on tall tiptoe.
- 49 Over in a nearby hedge,  
 56 A flock of pigeons wait to dive,  
 65 Surely one day the straw man in the field,  
 69 Will no longer survive?
- 76 But no, the scarecrow still stands tall,  
 80 Making the farmer proud,  
 85 Wearing a little knowing grin,  
 90 Until the crops are ploughed.



### Quick Questions

- 1, Where does the scarecrow stand?
- 2, Which phrase has the poet used to show that the scarecrow never blinks?
- 3, Why does he wear 'a little knowing grin'?
- 4, Do you think the pigeons will ever get the crops?



Silver level



Gold level

## Spotting a Tsunami

- 8 Before a tsunami strikes, eagle-eyed scientists can spot  
 19 a few warning signs which may help to save lives. An  
 28 earthquake can be a warning of a tsunami; tsunamis  
 39 can cause the ground near the coast to shake for more  
 50 than twenty seconds at a time and may cause the ocean  
 60 to pull backwards, leaving bare sand where the sea used  
 71 to be. There may also be loud, booming noises with no  
 81 apparent cause. However, it is not just humans who can  
 92 take notice of these warning signs. Around the time that a  
 102 tsunami is about to strike, animals can be seen behaving  
 109 strangely or beginning to leave the area.
- 119 If any of these signs are spotted, you must immediately  
 129 move away from coastal areas. Make your way to higher  
 138 ground as quickly as you can – do not stop.

### Quick Questions

- 1, Find and copy two ways that the author tells the reader to act quickly if they spot a tsunami.
- 2, What are two warning signs that a tsunami could be about to strike?
- 3, Why might someone be tempted to stop on their way to higher ground?
- 4, Who do you think that this information is for? Explain your answer.



# Reading Answers



Bronze level

- Where does the scarecrow stand?  
**In the middle of the field.**
- Which phrase has the poet used to show that the scarecrow never blinks?  
**Forever with eyes peeled.**
- Why does he wear 'a little knowing grin'?  
**Accept any inference that relates to the text as to why the scarecrow is happy, e.g. The scarecrow smiles because he knows that he's doing a good job.**
- Do you think the pigeons will ever get the crops?  
**Accept any sensible prediction linked to the text, e.g. I think one day they might get the crops because they'll realise that the scarecrow can't move.**



Silver level



Gold level

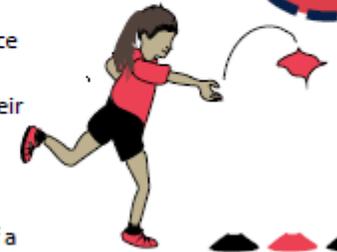
- Find and copy two ways that the author tells the reader to act quickly if they spot a tsunami.  
**Accept two of: 'immediately move away', 'as quickly as you can' and 'do not stop', or variations thereof.**
- What are two warning signs that a tsunami could be about to strike?  
**Accept any two signs mentioned within the text such as an earthquake, animals behaving strangely, booming noises and the water receding.**
- Why might someone be tempted to stop on their way to higher ground?  
**Accept any reasonable inference, such as 'to collect their belongings', 'to gather supplies' or 'to warn other people'.**
- Who do you think that this information is for? Explain your answer.  
**Accept any reasonable audience, such as 'people who live by the beach' provided that a justification is given, such as 'to warn them of signs to look out for'.**

# PE Challenge

## Three in a Row Home Physical Education

### How to play:

- Each player has 3 targets that they place on the floor.
- Each player takes 3 steps back from their targets when throwing.
- Players take turns to throw an object towards their targets.
- If a player hits a target it is removed. If a player misses they place a target which has been removed back in.
- The first player to hit all of their targets is the winner.



Can you help other players if they are finding it hard?

Can you challenge yourself to use the right technique?

### Top Tips

**Throwing Underarm**  
Step forwards with one foot, releasing the ball from low to high using your opposite hand.

### Let's Reflect

Did you congratulate the winner of the game?  
How did you feel when your throws were successful?

## Spelling Practice

Choose a spelling list of your choice (one that you are able to read and understand the meaning of the words) and then complete the tasks below. There are 3 tasks, however, please don't feel that you have to complete them all.

**'ir'**

stir

bird

third

girl

swirl

twirl

firm

chirp

first

thirsty

birthday

dirty

skirt

thirty



Bronze level

**'er'**

father

winner

spinner

swimming

beginner

thinner

shopper

chopper

runner

drummer

rubber

cutter

bigger

hotter



Silver level

**'ci'**

ancient

artificial

delicious

efficient

especially

musician

official

optician

politician

precious

social

special

sufficient

suspicious



Gold level

### **Task 1**

Look at the word, say the word, cover, write and check. Repeat this 3 times for each word.

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			<i>exampel</i>	✘	<i>example</i>	✔	<i>example</i>	✔

### **Task 2**

Now choose 5 or 6 of the words to write in a sentence. Remember, every sentence **must** start with a **capital letter** and end with a **full stop**.

### **Task 3**

Choose one of the following:

**1-2-3**

Classify your words according to the number of syllables it has.

<u>One syllable</u>	<u>two syllable</u>	<u>three syllable</u>
cat	brother	elastic
ball	friendly	correctly

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**5. Use Technology**

Type out your spelling words on the computer. Try to use at least 4 different fonts.





# Gold Task Maths

L0: find unit and non-unit fractional quantities.

## Support

### UNIT FRACTIONS

See Bronze sheet for support.

### NON UNIT FRACTIONS

Non unit fractions are fractions where the numerator (top number) is not 1.

**Finding  $\frac{2}{3}$  of 12**

#### Numerator

Top number

The 2 Tells us that we want to know what is in two of those groups.

**2**

#### Denominator

Bottom number

The 3 tells us to share (÷) the whole amount between three.

**3**

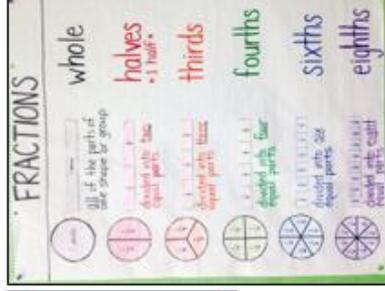
**Step 1: Find  $\frac{1}{3}$**

We can divide 12 by 3 ( $12 \div 3 = ?$ ) or use our 3 time tables facts to think how many 3s make 12 ( $3 \times ? = 12$ ) Answer is:  **$\frac{1}{3}$  of 12 = 4**

**Step 2: Find  $\frac{2}{3}$**

Multiply your answer by the numerator (top number).  
 $4 \times 2 = 8$

**So,  $\frac{2}{3}$  of 12 = 8**



## Solve

- $\frac{1}{5}$  of 30 is  . What is  $\frac{2}{5}$  of 30?
- $\frac{1}{4}$  of 24 is  . What is  $\frac{3}{4}$  of 24?
- $\frac{1}{3}$  of 24 is  . What is  $\frac{2}{3}$  of 24?
- $\frac{1}{8}$  of 40 is  . What is  $\frac{6}{8}$  of 40?
- $\frac{1}{5}$  of 45 is 9. What is  $\frac{3}{5}$  of 45?
- $\frac{1}{4}$  of 32 is 8. What is  $\frac{3}{4}$  of 32?
- $\frac{1}{3}$  of 27 is 9. What is  $\frac{2}{3}$  of 27?
- $\frac{1}{8}$  of 24 is 3. What is  $\frac{5}{8}$  of 24?

### Challenge

My sister ate  $\frac{3}{4}$  of my bag of 16 sweets. How many did she eat?

My brother will give me  $\frac{3}{8}$  of his pocket money if I tidy his bedroom. He has 80p. how much will he give me?

# Real Life Maths

Look how much fractions are linked to all the learning we've done with division and multiplication!

### Chocolate cornflake cake recipe

This recipe would make too much for one family! Calculate how much of each ingredient would be needed to make  $\frac{1}{2}$ ,  $\frac{1}{3}$  and  $\frac{1}{4}$  of the amount.

12 tablespoons golden syrup  
24 tablespoons of butter  
48 squares of chocolate  
36 cups cornflakes

- Melt the butter, syrup and chocolate in the microwave, this only usually takes about 30 seconds.
- Stir in the cornflakes.
- Spoon into cake cases and leave to set.

Ingredients Table

Ingredient	Whole amount	$\frac{1}{2}$ amount	$\frac{1}{3}$ amount	$\frac{1}{4}$ amount
Golden syrup	12 tablespoons			
Butter	24 tablespoons			
Chocolate	48 squares			
Cornflakes	36 cups			

**Too easy? Change the fractions to non-unit ones or find a recipe of your own and investigate different fractions of each amount.**

1. Use your knowledge about finding fractions of numbers to solve this logic puzzle.

I am a whole number between 10 and 20. If you halve me, your answer will not be a whole number.

If you find  $\frac{1}{3}$  of me, your answer will be a number from the 5x table. If you try to find  $\frac{1}{7}$  of me, you may get a headache!

What number am I?

2. Have a go at this one!

I am a very special number between 10 and 20. I am special because if you find  $\frac{1}{2}$  or  $\frac{1}{3}$  or  $\frac{1}{4}$  of me, you will always get a whole number! What am I?

Answers

# Maths Answers

## Bronze

$\frac{1}{2}$  of 20 is 10     $\frac{1}{3}$  of 12 is 4     $\frac{1}{4}$  of 24 is 6     $\frac{1}{2}$  of 60 is 30  
 $\frac{1}{4}$  of 8 is 2    -  
 $\frac{1}{3}$  of 9 is 3     $\frac{1}{4}$  of 16 is 4  
 $\frac{1}{2}$  of 36 is 18     $\frac{1}{3}$  of 4 is 1     $\frac{1}{4}$  of 48 is 12     $\frac{1}{2}$  of 42 is 21  
 $\frac{1}{4}$  of 48 is 12     $\frac{1}{3}$  of 18 is 6

## Gold

$\frac{1}{3}$  of 45 is 9. What is  $\frac{2}{3}$  of 45? 27  
 $\frac{1}{4}$  of 32 is 8. What is  $\frac{3}{4}$  of 32? 24  
 $\frac{2}{3}$  of 27 is 9. What is  $\frac{1}{3}$  of 27? 18  
 $\frac{1}{4}$  of 24 is 3. What is  $\frac{3}{4}$  of 24? 15

$\frac{1}{3}$  of 30 is 6. What is  $\frac{2}{3}$  of 30? 12  
 $\frac{1}{4}$  of 24 is 6. What is  $\frac{3}{4}$  of 24? 18  
 $\frac{2}{3}$  of 24 is 8. What is  $\frac{1}{3}$  of 24? 16  
 $\frac{1}{5}$  of 40 is 5. What is  $\frac{4}{5}$  of 40? 30

## Challenge

Your sister ate  $\frac{1}{4}$  of 16 sweets, she ate 12 sweets.  
Your brother will give you  $\frac{1}{2}$  of 80, he will give you 30p.

## Silver

$\frac{1}{4}$  of 24 is 6     $\frac{3}{4}$  of 24 is 18  
 $\frac{1}{3}$  of 24 is 8     $\frac{2}{3}$  of 24 is 16  
 $\frac{1}{6}$  of 24 is 4     $\frac{5}{6}$  of 24 is 20  
 $\frac{1}{8}$  of 24 is 3     $\frac{7}{8}$  of 24 is 9

$40 \div 5 = 8$ , so  
 $40 \div 10 = 4$ , so

$\frac{1}{5}$  of 40 is 8  
 $\frac{1}{10}$  of 40 is 4

$\frac{4}{5}$  of 40 is 32  
 $\frac{7}{10}$  of 40 is 28

$\frac{3}{10}$  of 40 is 12

## Real Life Maths

Golden syrup (12 tablespoons):  $\frac{1}{2} = 6$ ,  $\frac{1}{3} = 4$ ,  $\frac{1}{4} = 3$

Butter (24 tablespoons):  $\frac{1}{2} = 12$ ,  $\frac{1}{3} = 8$ ,  $\frac{1}{4} = 6$

Chocolate (48 squares):  $\frac{1}{2} = 24$ ,  $\frac{1}{4} = 12$

Cornflakes (36 cups):  $\frac{1}{2} = 18$ ,  $\frac{1}{3} = 12$ ,  $\frac{1}{4} = 9$

Logic puzzle answers:

15

12



Bronze level

## The Little Red Hen

10 One day, the Little Red Hen found some grains of  
19 wheat on the ground. "Who will help me plant  
25 these grains of wheat?" she asked.

36 "Not I," replied the cat, the dog and the horse. They  
48 were all far too lazy and busy to offer their help. So  
58 the Little Red Hen planted the grains all by herself.

68 When the wheat had grown, the Little Red Hen asked  
78 her friends, "Who will help me cut down the crops?"

84 "Not I," cried her so-called friends.

96 "Then I will do it," said the Little Red Hen. So the  
107 little red hen cut the wheat all by herself and put  
117 her haul into sacks, ready to take to the miller.



### Quick Questions

- 1, Where did the Little Red Hen find the wheat grains?
- 2, Which adjective has the author used to describe the Little Red Hen's friends when they wouldn't help her?
- 3, How do you think the Little Red Hen felt when her friends wouldn't help her?
- 4, What do you think happened next?

# Reading Task



Silver level



Gold level

## The Official Safe-Tea Shelter

11 Do you live in an extreme weather hotspot? Do you want  
21 your family to be safe, no matter what the weather?  
30 Then look no further than the Safe-Tea Shelter. Drink  
40 your warm beverage with complete peace of mind as you  
48 sit comfortably within thick, corrugated sheets of metal,  
56 designed to withstand even the worst of hurricanes.

64 Three heavy-duty locks protect you from the outside  
75 world, whilst a state of the art system of vents makes  
88 sure that the air you breathe is as fresh as being at the  
94 seaside. Buy today to avoid disaster.

102 Limited time promotion: one free box of refreshments  
104 per shelter.

### Quick Questions

- 1, What does the word 'heavy-duty' tell you about the locks on the shelter?
- 2, What is the shelter made out of?
- 3, Explain why the air in the shelter being 'as fresh as being at the seaside' might appeal to readers.
- 4, Give one way that the author encourages you to buy this shelter.



## Reading Answers



Bronze level

1. Where did the Little Red Hen find the wheat grains?  
**on the ground**
2. Which adjective has the author used to describe the Little Red Hen's friends when they wouldn't help her?  
**lazy**
3. How do you think the Little Red Hen felt when her friends wouldn't help her?  
**Accept any inference relating to the text, e.g. She felt disappointed because she thought her good friends would help her when she needed them.**
4. What do you think happened next?  
**Accept any sensible prediction linked to the text, e.g. I think the little red hen will need help getting the sacks to the miller but her friends will be too lazy to help again.**



Silver level

Gold level

1. What does the word 'heavy-duty' tell you about the locks on the shelter?  
**Accept answers which discuss that the locks are strong, resilient and can defend against a lot / they are stronger than an average lock, etc.**
2. What is the shelter made out of?  
**Accept: 'metal', 'sheets of metal' or 'thick, corrugated sheets of metal'.**
3. Explain why the air in the shelter being 'as fresh as being at the seaside' might appeal to readers.  
**Accept any reasonable explanation regarding buyers not wanting the shelter to be stuffy and that the air at the seaside is as fresh as possible.**
4. Give one way that the author encourages you to buy this shelter.  
**Accept any reasonable explanation, such as 'use of exciting adjectives to describe', 'says it will 'withstand even the worst of hurricanes', 'Limited time promotion offer', etc.**

## PE Challenge

### 60 Second Challenge

#### Speed Bounce

Are you honest?  
Only count the jumps that are completed properly.

#### The Physical Challenge

How many times can you bounce over a pillow in 60 seconds?

Both feet must land over the pillow for the jump to count.



#StayHomeStayActive

#### Equipment

A pillow

If you do not have a pillow, jump over a safe object!

#### Achieve Gold

80 Bounces



#### Achieve Silver

60 Bounces



#### Achieve Bronze

40 Bounces



## Characterisation

Miss Scale's nephew (Fred) and Mrs Pickford's daughter (Fern) are both fed up of being read the same Fairy Tale stories at bedtime. They are both three years old and would love to be read something new. Fred loves dinosaur and farming stories while Fern loves animals and princesses. Can you help by writing them a new 'Fairy Tale' story for bedtime?

The first thing we need to do is to think of a main character and a villain/ monster for the story (this is what today's lesson will focus on). If I was writing a fairy tale for Fern, I might choose a princess for my main character and a scary troll for the monster. For Fred, I might choose a farmer for the main character and a scary dinosaur/ dragon for the monster.

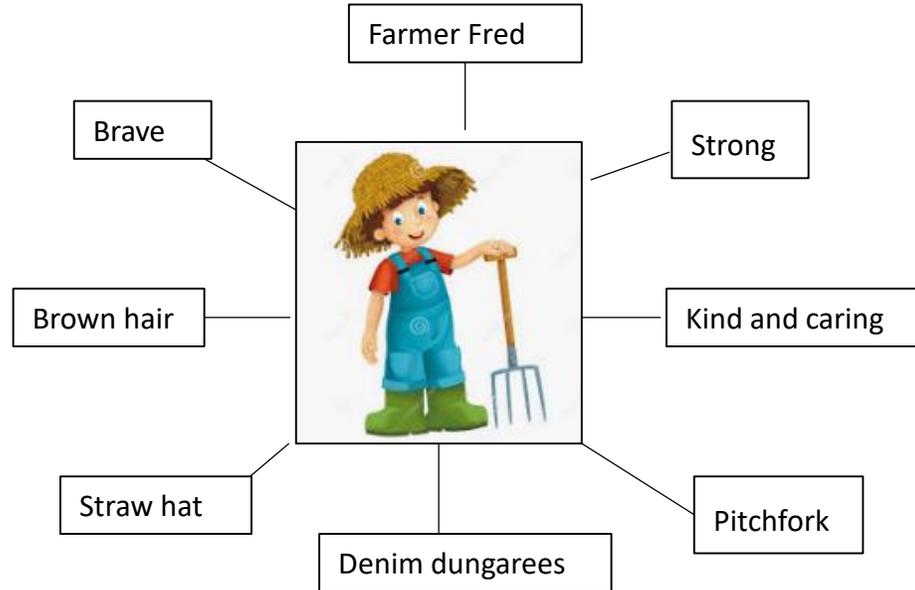


### Task 1

Choose whether you are writing a story for Fred or Fern. Then, think of **two characters** (main character and a monster/villain) that Fred or Fern would like to read about.

- 1- Draw a picture of each character.
- 2- Think of a name for your characters.
- 3- Write some adjectives (describing words) about what the characters look like and their personality.

### **Example (main character):**



### Task 2

Using the adjectives from task 1, write a short descriptive paragraph for each of your characters.

#### **Example:**

Farmer Fred was a kind and caring young man who worked on his dad's dairy farm. He always wore a straw hat to keep the sun off his head and blue denim dungarees which usually smelt of cows milk. He often carried around a pitchfork that glistened in the sun and made the muscles in his arms look strong. He was a brave young man, wrestling with feisty calves, rounding up fearsome bulls and climbing the tallest of ladders to fix leaky shed rooves.



# Gold Task Maths

L0: find equivalent fractions.

## Support Equivalent Fractions

Although we can 'cut' a shape into many equal parts or 'share' an amount into many equal groups there are fractions that are actually the same if we simplify\* them (see Bronze level to see shaded shapes).

**Simplify** means to divide both the top and bottom number of the fraction by the same number to find it's simplest form.

**6** <sup>+6</sup> **1** **So**  $\frac{6}{12}$  is equivalent to  $\frac{1}{2}$

**12** <sup>+6</sup> **2**

You may have to divide several times to find the fraction in it's simplest form.

$\frac{8}{24} = \frac{4}{12} = \frac{2}{6} = \frac{1}{3}$

**Investigate this by completing the sheet on the right. Simplify each.**

What do you notice about the relationship between the numerator and denominator in the fractions which are equivalent to  $\frac{1}{2}$ ?

What do you notice about the relationship between the numerator and denominator in the fractions which are equivalent to  $\frac{1}{3}$ ?

## Solve

Sort these fractions into two groups. Equivalent to  $\frac{1}{2}$  and Equivalent to  $\frac{1}{3}$

- $\frac{2}{4}$     $\frac{3}{4}$     $\frac{6}{12}$     $\frac{5}{20}$
- $\frac{20}{40}$     $\frac{2}{8}$     $\frac{4}{10}$     $\frac{3}{6}$
- $\frac{2}{6}$     $\frac{8}{12}$     $\frac{2}{5}$     $\frac{9}{18}$
- $\frac{4}{8}$     $\frac{10}{20}$     $\frac{10}{40}$     $\frac{2}{3}$
- $\frac{8}{16}$     $\frac{5}{10}$     $\frac{3}{4}$     $\frac{4}{16}$

# Real Life Maths

## Comparing Fractions

Can you help?

Peppe's Pizza Parlour allows customers to order slices of a pizza at lunch times. Unfortunately, someone has muddled the orders for adults and kids. All we know is that the adults want larger slices of pizza. Can you work through the orders and use < > to show which is the larger size?

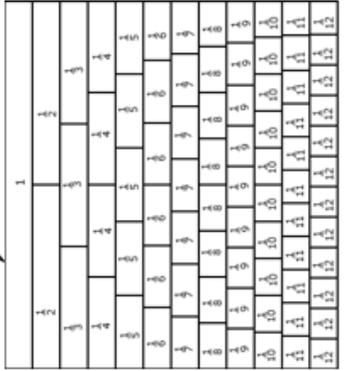


Order Times
11:45
12:10
12:25
12:30
12:45
13:00
13:05
13:30

Which slice is larger?

- $\frac{1}{3}$     $\frac{1}{2}$     $\frac{1}{4}$     $\frac{1}{4}$     $\frac{2}{3}$     $\frac{2}{3}$     $\frac{1}{5}$     $\frac{1}{8}$     $\frac{1}{6}$     $\frac{7}{8}$     $\frac{2}{5}$     $\frac{2}{5}$

This fraction wall can help you compare correctly!



**Saturday Menu**

- $1\frac{2}{3}$     $1\frac{1}{8}$     $1\frac{1}{3}$     $1\frac{3}{4}$
- $\frac{4}{6}$     $\frac{3}{2}$     $\frac{1}{6}$     $\frac{10}{8}$

**Too easy?** Here are the menu options for Saturday. The greater amounts of pizza are the best value. Show which option is greater using < >.

**Mixed number fractions:** have both a whole number and a proper fraction (numerator is less than the denominator).  $2\frac{1}{4}$

**Improper fractions:** the numerator is greater than the denominator  $\frac{11}{4}$ .

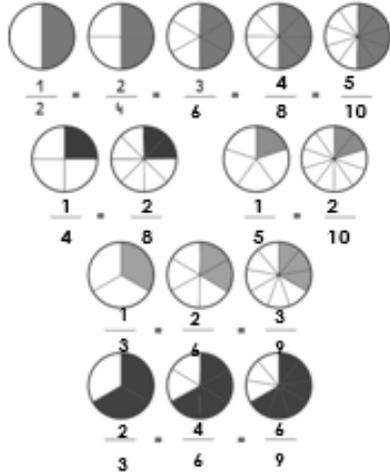


$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{7}$	$\frac{1}{7}$
$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{9}$	$\frac{1}{9}$
$\frac{1}{10}$	$\frac{1}{10}$
$\frac{1}{11}$	$\frac{1}{11}$
$\frac{1}{12}$	$\frac{1}{12}$

# Maths Answers

## Bronze

Can you complete the fractions?



## Silver

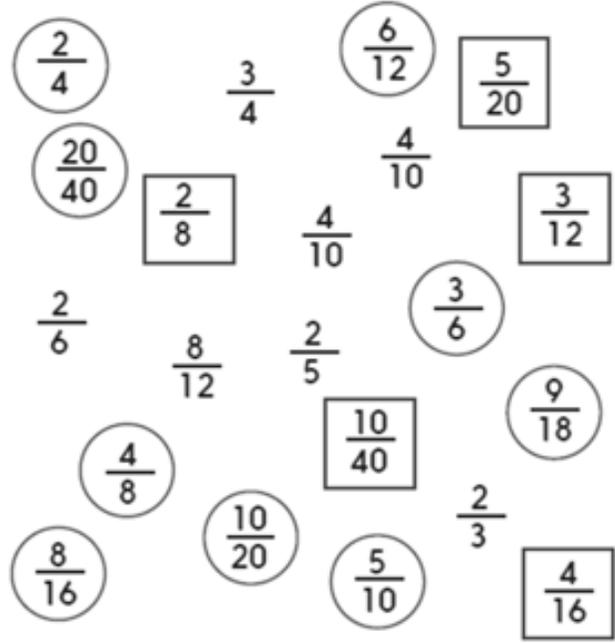
$$\frac{2}{8} \equiv \frac{1}{4} \quad \frac{6}{8} \equiv \frac{3}{4} \quad \frac{3}{9} \equiv \frac{1}{3} \quad \frac{6}{9} \equiv \frac{2}{3}$$

$$\frac{2}{12} \equiv \frac{1}{6} \quad \frac{3}{12} \equiv \frac{1}{4} \quad \frac{4}{12} \equiv \frac{1}{3} \quad \frac{6}{12} \equiv \frac{1}{2}$$

$$\frac{4}{12} \equiv \frac{2}{6} \quad \frac{10}{12} \equiv \frac{5}{6} \quad \frac{8}{12} \equiv \frac{2}{3} \quad \frac{9}{12} \equiv \frac{3}{4}$$

**Challenge**  
We would need two more rows:  
 $\frac{1}{13}$ s and  $\frac{1}{14}$ s to give  $\frac{5}{7} \equiv \frac{10}{14}$

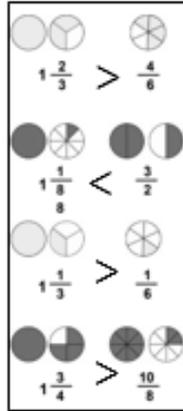
## Gold



## Real Life Maths

Comparing fractions

1.  $\frac{1}{2} < \frac{1}{3}$
2.  $\frac{1}{2} > \frac{1}{4}$
3.  $\frac{1}{2} < \frac{1}{3}$
4.  $\frac{1}{2} > \frac{1}{4}$
5.  $\frac{1}{2} > \frac{1}{3}$
6.  $\frac{1}{2} < \frac{1}{3}$
7.  $\frac{1}{2} < \frac{1}{3}$
8.  $\frac{1}{2} > \frac{1}{3}$



# Reading Task



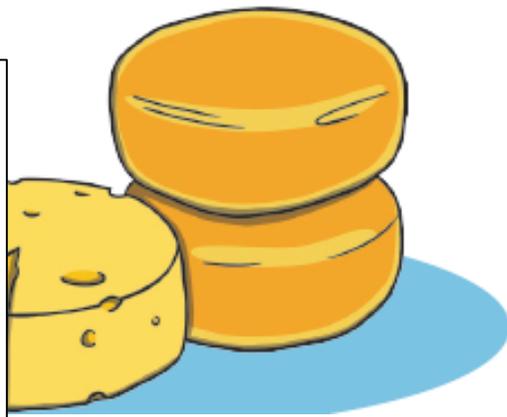
Bronze level

## Turning Milk into Cheese

10 Cheese is made using milk. The milk of goats and  
20 pigs can be made into cheese but most cheeses that  
29 you would buy at your local supermarket are made  
32 from cow's milk.

42 At the cheese factory, the milk is warmed in large  
51 pots before a substance called rennet is added. This  
60 makes the cheese go lumpy and slowly makes it  
62 turn solid.

70 After that, other ingredients are added that change  
82 the colour and taste of the cheese. It is often left to  
92 age before being packaged up to be sold in shops.



### Quick Questions

- 1, What is added to the cheese to make it go solid?
- 2, Which adjective has the author used to describe the pots that the milk is warmed in?
- 3, Why are other ingredients added to the cheese?
- 4, Why do supermarkets stock so many different kinds of cheese?



Silver level



Gold level

## One Tiny Mistake

10 When I received my first magic wand for my twelfth  
20 birthday, I could not have been more excited. I imagined  
30 pointing it towards a pile of dirty clothes and having  
39 them magically cleaned and folded before my eyes. I'd  
47 dreamed about turning my vegetables invisible so I  
58 didn't have to eat them for dinner. I never imagined that  
69 I would spend the next year of my life trapped inside  
71 a bottle.

83 One tiny, little spell gone wrong was all it took to shrink  
95 me. My family think that I ran away to a school for  
105 witches. They knew it had always been my dream. What  
117 they don't know is that I've been here all along; sat on  
128 the dusty shelf in my old bedroom, tapping on the glass  
137 and praying that one day they will hear me.

### Quick Questions

- 1, Where is the narrator of this story?
- 2, Did the narrator mean for this to happen?
- 3, What story do you know that has a similar theme?
- 4, Sum up the story in 20 words or less.



## Reading Answers



Bronze level

1. What is added to the cheese to make it go solid?  
**rennet**
2. Which adjective has the author used to describe the pots that the milk is warmed in?  
**large**
3. Why are other ingredients added to the cheese?  
**To change the cheese's taste and colour.**
4. Why do supermarkets stock so many different kinds of cheese?  
**Accept any sensible inferential statement, e.g. because not everyone likes the same kind of cheese/because different recipes require certain types of cheese.**



Silver level



Gold level

1. Where is the narrator of this story?  
**Accept: (trapped) inside a (glass) bottle.**
2. Did the narrator mean for this to happen? Use evidence from the text to support your answer.  
**Accept 'no' as the answer, provided that evidence from the text has been given in support, such as 'no because they said it was a 'spell gone wrong'.**
3. What story do you know that has a similar theme?  
**Accept answers which discuss other texts which are based on magic, spells gone wrong, becoming trapped or no-one knowing where you are, e.g. Rapunzel is trapped in a tower / Matilda uses her powers to move items.**
4. Sum up the story in 20 words or less.  
**Accept any reasonable summary of the key points of the story in 20 words or less, such as 'a child does a spell which goes wrong and ends up trapped inside a bottle in their bedroom.'**

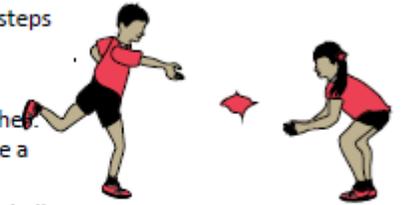
## PE Challenge

### Top Ten Home Physical Education

Can you encourage your partner even if they make a mistake?

#### How to play:

- With a partner, start by standing 3 steps apart.
- Throw a ball to each other.
- Challenge yourself to make 10 catches. Each time you make 10 catches take a step back.
- How many times can you throw the ball without dropping it?
- How far back do you get?



Can you concentrate on your throw and focus on where to aim?

#### Top Tips

#### Catching

Are your hands ready creating a target? Spread your fingers and watch the ball into your hands.

#### Let's Reflect

How did you change your throwing technique as the distance increased?

How did it feel when you dropped the ball and how did you respond?

## Setting

Today's lesson will focus on the setting in which our story will take place. We need to think of two settings. The first setting will be where the story begins and ends, the second setting will be where the problem occurs or is overcome.

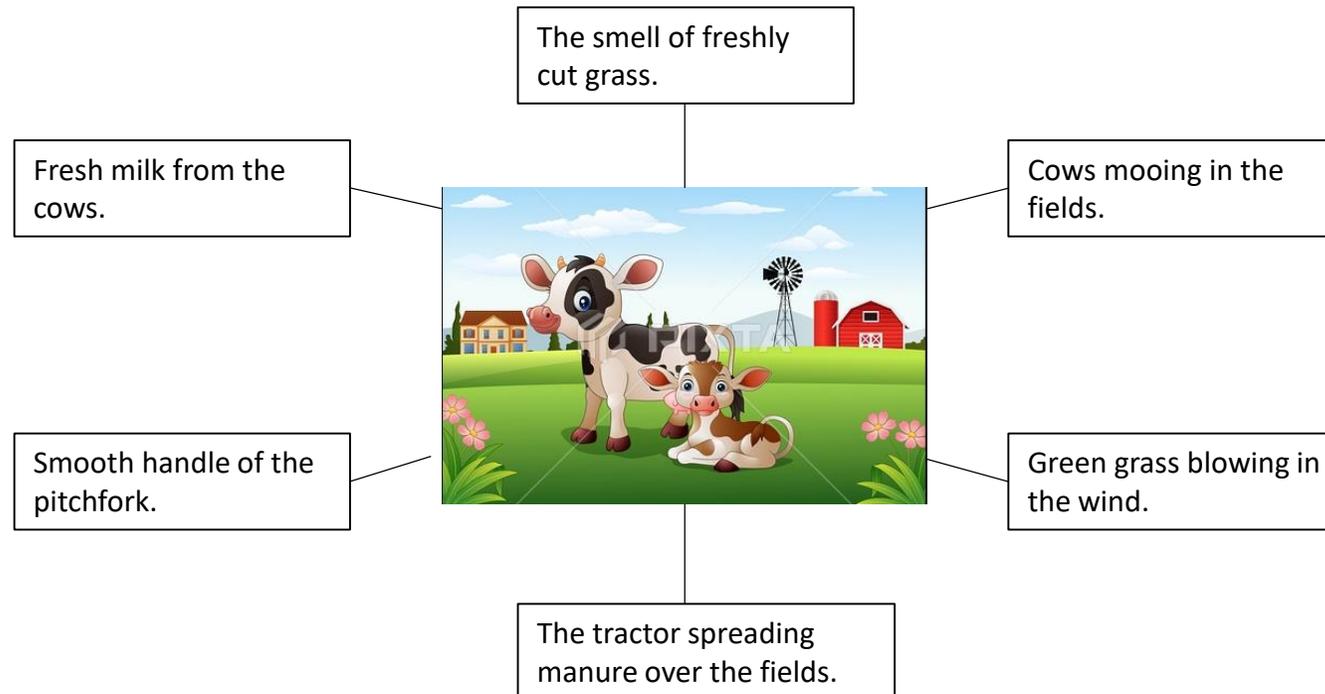


### Task 1

Decide where your story will take place. If I stick with Farmer Fred then my story will start on a farm. If I choose a dragon as my monster then my second setting might be in a cave or a castle. Once you have decided on your two settings then you will need to do the following:

- 1- Draw a picture of both settings.
- 2- Write adjectives (describing words) to explain what your settings look like. Try to include what you might see, hear, smell and touch at your settings.

### **Example (farm setting):**



### Task 2

*Silver level*

Using the adjectives from task 1, write a short descriptive paragraph for each of your settings.

#### **Example:**

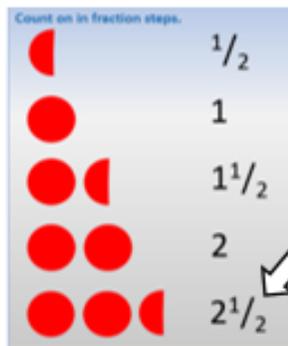
Farmer Fred stood in his yard and listened to the sound of cows happily mooing in the fields. He could smell fresh manure that had been spread over the fields the day before to fertilize the spring grass. He walked across the yard and into the barn where he collected a pint of warm milk to have with his breakfast. There was no better place to be on a fresh spring morning.

# Bronze Task Maths

LO: count in steps of  $\frac{1}{2}$  and  $\frac{1}{4}$

## Support

Just like the counting that you are used to (with whole numbers like 1 and 10), we can also count forwards and back in fractions.



What comes after  $2 \frac{1}{2}$ ?

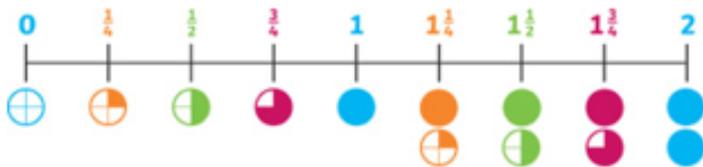
Count on in  $\frac{1}{2}$ s to 10.

Here are two number lines to show you what counting in fractions looks like. Can you see the pattern?

Counting in halves number line:



Counting in quarters number line:



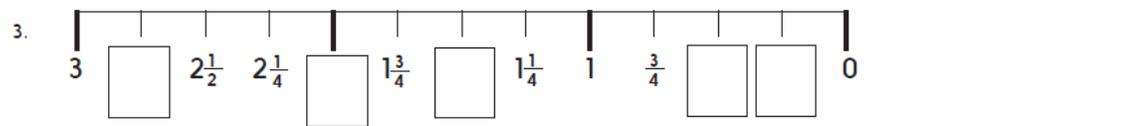
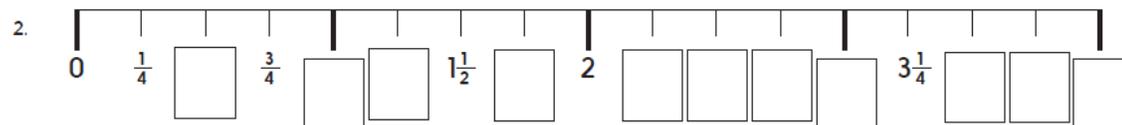
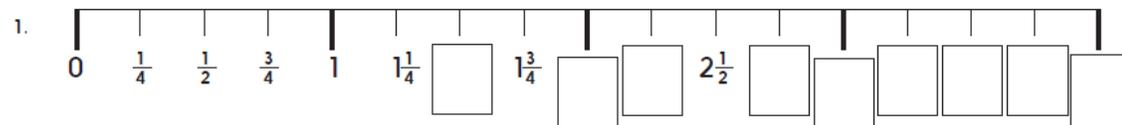
We can also count in any of the other proper fractions (thirds, fifths, tenths etc.)

## Solve

What comes next? Halves and quarters

Use the number lines in the support section to help you.

Fill in the missing numbers.



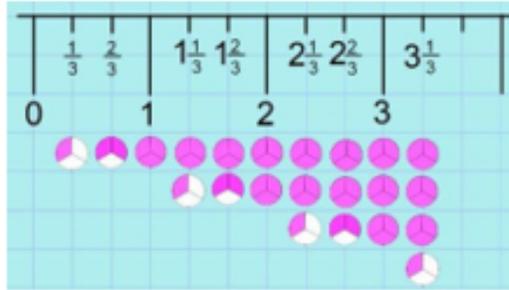
**Challenge**

# Silver Task Maths

LO: identify fractions on a number line and count in fractional steps.

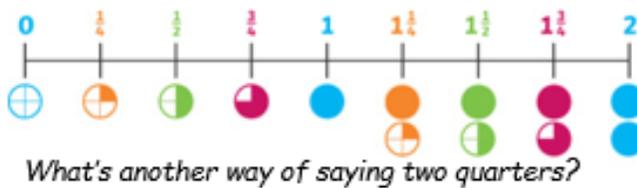
## Support

This number line goes up in thirds:



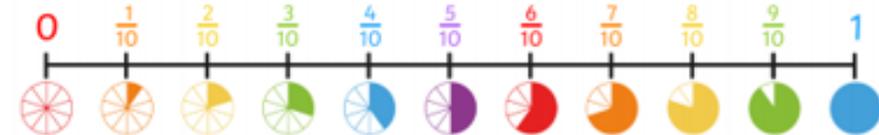
**Let's Count:** One third, two thirds, ONE, one and one third, one and two thirds, TWO...

This number line goes up in quarters:



**Let's Count:** One quarter, two quarters, three quarters, ONE, one and one quarter, one and two quarters, one and three quarters, TWO...

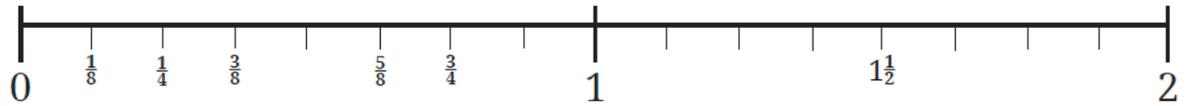
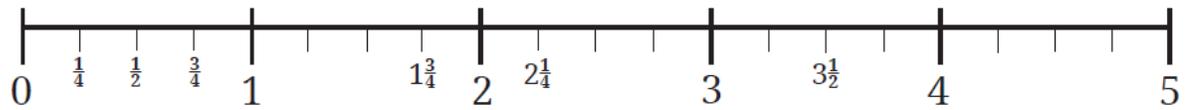
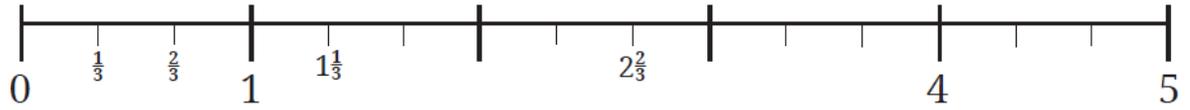
*What's another way of saying two quarters?*



**Let's Count:** One tenth, two tenths, three tenths, four tenths, five tenths... *What's another way of saying five tenths?*

## Solve

Fill in the missing numbers in these sequences.  
Where possible write fractions in their simplest forms.



$1\frac{1}{2}, 2, 2\frac{1}{2}, 3, \square, 4, \square, 5$

$4, 3\frac{3}{4}, 3\frac{1}{2}, \square, 3, \square, 2\frac{1}{2}$

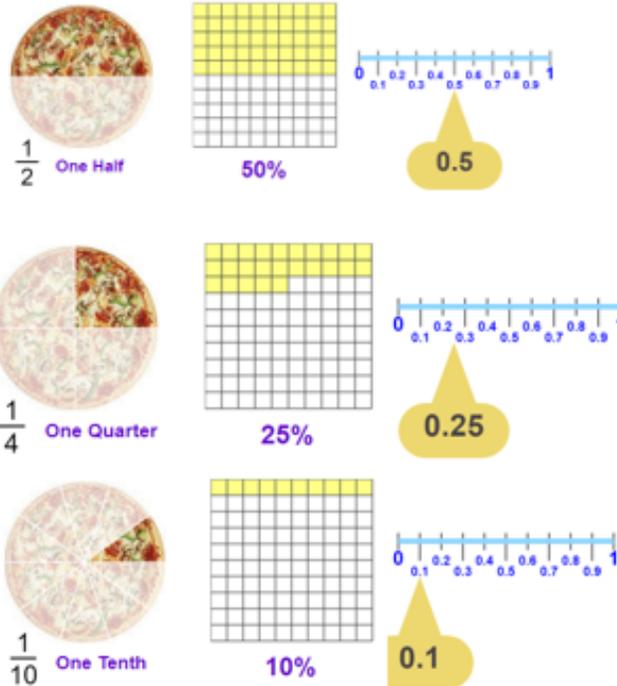
$\frac{8}{10}, \frac{9}{10}, \square, \square, 1\frac{2}{10}$

# Gold Task Maths

LO: explore the relationship between fractions, decimals and percentages.

## Support

Fractions, percentages and decimals are just different ways of showing the same value. Here are some examples:



## Solve

Investigate how fractions, decimals and percentages are linked by completing this table.

**Step 1:** Use a calculator to divide the fraction's numerator by its denominator to find its equivalent decimal.

**Step 2:** Then multiply the decimal by 100 to find the equivalent percentage. Try not to use a calculator for this part. Use the method from our lesson on multiplying a decimal by 100.



FRACTION	DECIMAL	PERCENT
$\frac{1}{2}$		
$\frac{3}{4}$		
$\frac{2}{5}$		
$\frac{1}{8}$		
$\frac{7}{8}$		
$\frac{1}{4}$		

# Maths Answers

## Bronze

- 0  $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$  1  $1\frac{1}{4}$   $1\frac{2}{4}$   $1\frac{3}{4}$  2  $2\frac{1}{4}$   $2\frac{2}{4}$   $2\frac{3}{4}$  3  $3\frac{1}{4}$   $3\frac{2}{4}$   $3\frac{3}{4}$  4
- 0  $\frac{1}{4}$   $\frac{2}{4}$   $\frac{3}{4}$  1  $1\frac{1}{4}$   $1\frac{2}{4}$   $1\frac{3}{4}$  2  $2\frac{1}{4}$   $2\frac{2}{4}$   $2\frac{3}{4}$  3  $3\frac{1}{4}$   $3\frac{2}{4}$   $3\frac{3}{4}$  4
- 3  $2\frac{3}{4}$   $2\frac{2}{4}$   $2\frac{1}{4}$  2  $1\frac{3}{4}$   $1\frac{2}{4}$   $1\frac{1}{4}$  1  $\frac{3}{4}$   $\frac{2}{4}$   $\frac{1}{4}$  0

### Challenge

- 34  $34\frac{1}{4}$   $34\frac{2}{4}$   $34\frac{3}{4}$  35  $35\frac{1}{4}$   $35\frac{2}{4}$   $35\frac{3}{4}$  36  $36\frac{1}{4}$   $36\frac{2}{4}$   $36\frac{3}{4}$   
37  $37\frac{1}{4}$   $37\frac{2}{4}$   $37\frac{3}{4}$  38  $38\frac{1}{4}$   $38\frac{2}{4}$   $38\frac{3}{4}$  39
- 29  $28\frac{3}{4}$   $28\frac{2}{4}$   $28\frac{1}{4}$  28  $27\frac{3}{4}$   $27\frac{2}{4}$   $27\frac{1}{4}$  27  $26\frac{3}{4}$   $26\frac{2}{4}$   
 $26\frac{1}{4}$  26  $25\frac{3}{4}$   $25\frac{2}{4}$   $25\frac{1}{4}$  25  $24\frac{3}{4}$   $24\frac{2}{4}$   $24\frac{1}{4}$  24

## Silver



Fill in the missing fractions:

$1\frac{1}{2}$ , 2,  $2\frac{1}{2}$ , 3,  $3\frac{1}{2}$ , 4,  $4\frac{1}{2}$ , 5

4,  $3\frac{3}{4}$ ,  $3\frac{1}{2}$ ,  $3\frac{1}{4}$ , 3,  $2\frac{3}{4}$ ,  $2\frac{1}{2}$

$\frac{8}{10}$ ,  $\frac{9}{10}$ , 1,  $1\frac{1}{10}$ ,  $1\frac{2}{10}$

## Gold

FRACTION	DECIMAL	PERCENT
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%
$\frac{2}{5}$	0.4	40%
$\frac{1}{8}$	0.125	12.5%
$\frac{7}{8}$	0.875	87.5%
$\frac{1}{4}$	0.25	25%



Bronze level

## A Pirate's Life For Me

4 Thursday 6th June, 1708

15 Today has been a rough day at sea. The waves have  
25 been as tall as mountains and have been crashing onto  
35 the deck as loud as thunder. The harsh winds have  
45 torn down the Jolly Roger (our pirate flag) and have  
54 ripped the sails. The rigger has spent all afternoon  
63 repairing the damage and the cabin boys have been  
74 fixing the masts so that they will last the night. The  
82 quartermaster told me today that our supplies are  
93 running low. We are close to running out of food and  
103 we are starting to get scurvy because we have not  
113 had enough vitamins. We hope that our bad luck will  
115 change soon.

118 Over and out,

120 Captain Longworth.



### Quick Questions

- 1, What do you think might happen to the pirates next?
- 2, How is Captain Longworth feeling about being on the pirate ship? Give a reason.
- 3, What is the Jolly Roger?
- 4, Find and copy a word from the text which means the same as 'ripped'.

# Reading Task



Silver level



Gold level

## Ozma and the Little Wizard

12 Once upon a time, in the beautiful Emerald City, lived an adored  
25 girl called Princess Ozma, who was ruler of all that country, and a  
35 little, withered old man known as the Wizard of Oz.

45 This little Wizard could do many strange and magical things,  
58 but he was a kind man, with merry, twinkling eyes and a sweet  
69 smile so, instead of fearing him because of his magic, everybody  
71 loved him.

82 Ozma wished that all the people who inhabited the pleasant Land  
95 of Oz should be happy and contented so one morning she decided to  
109 make a journey to all parts of the country to check. She asked the  
120 little Wizard to accompany her and he was glad to go.

132 "Shall I take my bag of magic tools with me?" he asked.

142 "Of course," said Ozma. "We may need a lot of  
146 magic before we return."

### Quick Questions

- 1, What did the Wizard of Oz want to take on the journey with him?
- 2, Find and copy three adjectives the author uses to describe the Wizard of Oz.
- 3, Why might Ozma and the Wizard need to use magic before they return?
- 4, Write one way that Ozma and the Wizard are similar and one way that they are different.



## Reading Answers



Bronze level

1. What do you think might happen to the pirates next?  
**Accept any sensible prediction linked to the information in the text, e.g. I think that the weather might still be bad and the pirates might start to become seasick.**
2. How is Captain Longworth feeling about being on the pirate ship? Give a reason.  
**Accept any sensible inference linked to the text, e.g. Pirate Longworth is feeling downhearted because the weather has been bad and the food is running out.**
3. What is the Jolly Roger?  
**the pirate flag**
4. Find and copy a word from the text which means the same as 'ripped'.  
**torn**



Silver level



Gold level

1. What did the Wizard of Oz want to take on the journey with him?  
**Accept: '(his) bag of magic tools'.**
2. Find and copy three adjectives the author uses to describe the Wizard of Oz.  
**Accept: little, withered and kind.**
3. Why might Ozma and the Wizard need to use magic before they return?  
**Accept answers which discuss that they do not know what they will discover or encounter on their journey / they may need to make people happy.**
4. Write one way that Ozma and the Wizard are similar and one way that they are different.  
**Accept any reasonable similarities or differences based on the text, such as: Similar: 'they are both loved by the people of Oz', Different: 'Ozma is young and the Wizard is old'.**

## PE Challenge

### 60 Second Challenge

#### Squat Jumps

Can you be honest when counting your score?

#### The Physical Challenge

How many squat jumps can you perform in 60 seconds?

Stand behind a line and jump forwards, perform a squat and repeat.

**#StayHomeStayActive**



#### Equipment

Just yourself and enough space on the floor!

Why not compete against a family member?

**Achieve Gold**  
30 Squat Jumps



**Achieve Silver**  
20 Squat Jumps



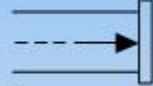
**Achieve Bronze**  
10 Squat Jumps



## Planning

Today we are going to plan our Fairy Tale to help us when we write it tomorrow. Copy the following template into your book and include the red subheadings. I have written an example of what to write using my story of Farmer Fred. Now have a go at writing your own.

### Title Fred and the Dragon

 <p><b>Who?</b></p> <ul style="list-style-type: none"> <li>• Once upon a time</li> <li>• Farmer Fred</li> </ul>	 <p><b>Where?</b></p> <ul style="list-style-type: none"> <li>• Fred's farm</li> </ul>	 <p><b>The start</b></p> <ul style="list-style-type: none"> <li>• Fred notices that half of his cows are missing and follows the trail of hoof prints into the forest.</li> </ul>
 <p><b>Problem/dangers!</b></p> <ul style="list-style-type: none"> <li>• The end of the trail leads him to a nearby cave which is home to a fearsome dragon.</li> <li>• He hears the sound of cows mooing from inside the cave.</li> </ul>	 <p><b>How is the problem solved?</b></p> <ul style="list-style-type: none"> <li>• Fred decides to rescue his cows by tying up the dragon.</li> </ul>	<p><b>The ending</b> </p> <ul style="list-style-type: none"> <li>• Fred and the cows safely return to the farm and live happily ever after.</li> </ul>

Remember who you are writing the story for (Fred or Fern) and what might make it exciting for them.

Fairy Tales often have a magical element to them and can be set in a magical place. It might help to think about a Fairy Tale that you already know and simply change it slightly.

Remember to include the characters and the setting that you described in Tuesday's and Wednesday's lesson (if you want to change them you can).

Remember that this is only a plan, you do not need to write in full sentences or include lots of detail.

**Number of The Day**

Learning objective- to revisit basic skills that I have learnt throughout the year.

Select a grid of your choice (one that you are able to complete) and choose a 2 digit number, 3 digit number or 4 digit number to complete the task.

Pupil: 	LO: Number of the day!	Teacher: 
<b>Success Criteria:</b>		
1, write it in words.	7, 100 more.	
2, Draw it in place value materials.	8, Is it odd or even?	
3, 1 more.	9, Partition it.	
4, 1 less.	10, Double it.	
5, 10 more.	11, Halve it.	
6, 10 less.	12, Round to the nearest 10.	

Pupil: 	LO: Number of the day!	Teacher: 
<b>Success Criteria:</b>		
1, write it in words.	10, Double it.	
2, Draw it in place value materials.	11, Halve it.	
3, Round to the nearest 10.	12, Multiply by 10.	
4, Round to the nearest 100.	13, Multiply by 100.	
5, 10 more.	14, divide by 10.	
6, 10 less.	15, Is it a multiple of 3 or 4?	
7, 100 more.	16, Multiply it by 3.	
8, Is it odd or even?	17, Write a word problem where the number of the day is the answer.	
9, Partition it.		

Even numbers, multiples of 10 and numbers with digits less than 5 are the easiest to calculate with.

Pupil: 	LO: Number of the day!	Teacher: 
<b>Success Criteria:</b>		
1, Write it in words.	11, Halve it.	
2, Draw it in place value materials.	12, Multiply by 10.	
3, Round to the nearest 10.	13, Multiply by 100.	
4, Round to the nearest 100.	14, Divide by 10.	
5, 10 more.	15, Is it a multiple of 3, 4 or 6?	
6, 10 less.	16, Multiply it by 6.	
7, 100 more.	17, Rearrange the digits in the number of the day with the largest number you can make and the smallest.	
8, Is it odd or even?	18, Write a word problem where the number of the day is the answer.	
9, Partition it.		
10, Double it.		

# Reading Task



Bronze level

## How to Make a Pirate Stew

10 On a misty, stormy morning, there is nothing better to  
20 warm your bones than a hearty bowl of pirate stew.

23 **You will need:**

29 • Fifteen shells from slimy sea snails

35 • A big jug of salty seawater

40 • One bunch of slippery seaweed

43 • Two shark's eyeballs

49 • The front tooth of an octopus

53 • A large, metal pot

61 • A grubby, wooden leg to stir it with

64 **What to do:**

73 1) Throw all of the nasty supplies into the pot.

84 2) Place the pot onto a raging fire and leave it to  
95 bubble and boil for three and a half days. Stir it

105 with a wooden leg to get rid of any lumps.

117 3) Slop it into bowls and try your best not to be seasick.



Silver level



Gold level

## The Cat in the Witch's Woods

11 Once upon a time, there was a girl and her wicked  
19 stepmother. The stepmother dreamt of nothing but how  
30 she could get rid of her stepdaughter. One day, an evil  
43 idea came into her head and she sent the girl out into the  
51 great, gloomy wood where a wicked witch lived.

61 After months of misery, the girl stumbled across a grey  
72 cat in the bleak woods. "How can I escape the witch?"  
81 she asked the cat. He gave her two items.

91 "Throw this handkerchief on the ground and run as fast  
102 as you can," he said. "Wherever it touches the ground, a  
113 deep, broad river will appear. If the witch manages to get  
124 across it, throw this comb behind you and run for your  
134 life. Wherever the comb falls, a dense forest will grow  
139 and trap the witch forever."

### Quick Questions

- 1, Which two objects did the cat give to the girl?
- 2, Find and copy two adjectives which describe the Witch's woods.
- 3, Why do you think that the girl experienced 'months of misery'?
- 4, What do you think the girl did next?



### Quick Questions

1. Number these instructions from 1 to 3 to show the order they must happen in.

- Stir the mixture with a wooden leg.
- Throw the supplies into a pot.
- Put the stew into bowls.

- 2, Which two adjectives has the author used to describe what a morning can be like?
- 3, Why do you think the author says, 'Try not to be seasick' as an instruction?
- 4, How many shells from the sea snails do you need for the recipe?

## Reading Answers



Bronze level

- Number these instructions from 1 to 3 to show the order they must happen in.
  - 2 Stir the mixture with a wooden leg.
  - 1 Throw the supplies into a pot.
  - 3 Put the stew into bowls.
- Which two adjectives has the author used to describe what a morning can be like?  
**misty and stormy**
- Why do you think the author says, 'Try not to be seasick.' as an instruction?  
**Accept any sensible justification linked to the fact that the stew is disgusting, e.g. because the pirate stew is horrible and anyone who eats it might feel sick.**
- How many shells from sea snails do you need for the recipe?  
**fifteen**



Silver level



Gold level

- Which two objects did the cat give to the girl?  
**Accept: '(a) handkerchief' and '(a) comb' only.**
- Find and copy two adjectives which describe the Witch's woods.  
**Accept two of the following: great, gloomy, bleak.**
- Why do you think that the girl experienced 'months of misery'?  
**Accept answers which discuss that she was living in an unpleasant wood, that the wicked witch was horrible to her or that she missed home.**
- What do you think the girl did next?  
**Accept any reasonable prediction based on the items given to her by the cat and her desire to escape, such as 'I think she ran through the woods and tried to escape'.**

## PE Challenge

### Treasure Chest

Home Physical Education

**How to play:**

- Place the 10 treasure items; socks, shoes, small toys at one end of the room, known as the treasure chest
- Run and collect an item and return it back to the start as quickly as possible.
- How many items can you collect in 60 seconds?
- Can you race against someone else to see who can collect the most items?



Can you congratulate other players if they score more points than you?

Can you run as fast as possible?

**Top Tips**

Run pumping your arms

Keep your head up so you can see where you are going to ensure that you are safe.

**Let's Reflect**

Were you able to keep running even when you were tired? Explain why.

Were you able to use the correct technique when running?

## Writing the Story

Today we are going to write our story using yesterday's plan to help us.

Fairy Tales often have lots of lovely colourful pictures to look at and small amounts of writing on each page. Our Fairy Tale is going to have the same features. This means that you will have a few simple sentences and a picture to accompany each paragraph. You will find my example using the story of 'Fred and the Dragon' below.

		
<p>Once upon a time there was brave young farmer called Fred. He often wore a straw hat to keep the sun off his head, blue denim dungarees and carried a pitchfork that glistened in the sun and made his muscles look strong.</p>	<p>Fred lived on a dairy farm on the edge of the forbidden forest. He loved listening to the cows mooing happily in the fields and collecting fresh warm milk for his breakfast. There was no better place he'd rather be.</p>	<p>One bright sunny day as Fred sat slurping his milk and gazing out into the cow fields, he suddenly realised that half of his cows were missing! He sprang to his feet and ran down the field, following the cow footprints that lead into the forbidden forest...</p>
		
<p>With great courage, Fred decided to step into the forest and get his cows back. The footsteps lead into a terrifying deep dark cave where he could hear the sound of a dragon sleeping.</p>	<p>Fred slowly tiptoed into the cave and quietly shooed the cows out whilst the dragon slept. To stop the dragon from following after them he carefully tethered it's arm and legs together.</p>	<p>Arriving home safely at the farm, they were relieved to make it back alive. From time to time they could hear the distant roar of the dragon still stuck in it's cave. But Fred and the cows all lived together happily ever after.</p>

You can arrange your Fairy Tale in any way that you wish, as long as you have a picture to accompany each paragraph. You may even choose to write it out using a laptop (using PowerPoint is easiest). It would be lovely if you could colour your pictures in, but, if you run out of time then don't worry.

### Fairy Tale Vocabulary Mat

					
fairy tale	Long ago...	Once upon a time...	Far away	kiss	castle
					
forest	palace	witch	fairy godmother	wizard	magic
					
king	queen	prince	princess	curse	wish
					
evil	good	warlock	ogre	ogre	

 [www.twinkl.co.uk](http://www.twinkl.co.uk)

# Bronze Task Maths



CLIC 12 WK: 1

1 8, 24, ,

2 Place in order  
31 131 331

3 Double  
432 is

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date: \_\_\_\_\_

4 Double  
437 is

5  $48 + 76 =$

6  $83 - 49 =$



7  $3 \times 40 =$

8  $36 + 42 =$

9  $96 - 42 =$

10  $37 + 89 =$

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MY LAST SCORE? .....

HAVE I BEAT THAT?!

10

# Silver Task Maths



CLIC 13 WK: 1

1 4389

2 Place in order  
3142 2143 2431

3 36, 54, 72

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date: \_\_\_\_\_

4 1250, 1500, 1750,  
2000,

5

6  $483 + = 1000$

7  $36 \times 100 =$

8 Write your coin  
card for... x21

x 21
1
2
5
10



9  $80 + 10 =$

10  $76 - 48 =$

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MY LAST SCORE? .....

HAVE I BEAT THAT?!

10

# Gold Task Maths

Friday 5<sup>th</sup> June



CLIC 14 WKS 1

1 Place in order  
4.6 6.4 4.4

2 

4.25	4.75
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3

Name:

Class:

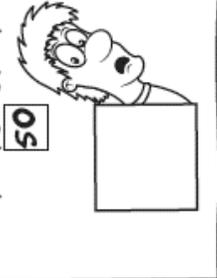
Date:

4  $3000 + 8000 =$

5 Half of 45 is

7 Mully is hiding behind the biggest multiple of 4 without going past

50



8  $423 + 25 =$

9  $48 \div 5 =$

6 Write your coin card for... x 21

$$\begin{array}{r} \times 21 \\ 1 \\ 2 \\ 5 \\ 10 \\ 20 \\ 50 \\ 100 \end{array}$$

10 
$$\begin{array}{r} 442 \\ + 36 \\ \hline \end{array}$$



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MY LAST SCORE?!

HAVE I BEAT THAT?!

10

# Maths Answers

**BEAT THAT!**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1 8, 16, 24, 32, 40

2 Place in order  
31 31 331  
131 311 331

3  $40 \times 76 = 124$

4  $3 \times 40 = 120$

5 Double 437 is 874

6 
$$\begin{array}{r} 37 \\ + 89 \\ \hline 126 \end{array}$$

7 
$$\begin{array}{r} 36 \\ + 42 \\ \hline 78 \end{array}$$

8 
$$\begin{array}{r} 96 \\ - 42 \\ \hline 54 \end{array}$$

9 Double 432 is 864

10  $25 - 47 = 34$

11  $96 - 42 = 54$

12  $37 + 89 = 126$

13  $48 \times 76 = 124$

14  $3 \times 40 = 120$

15  $96 - 42 = 54$

16  $37 + 89 = 126$

17  $48 \times 76 = 124$

18  $3 \times 40 = 120$

19  $96 - 42 = 54$

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444  $3$

# Topic Task Grid

## What a Wonderful World

Language, literacy and communications		Mathematics and numeracy		Science and technology	
<p>Watch a documentary about a place in the world. Write a review. What was it about? What did you like? Not like? Favourite part?</p> <p><b>Year 3 &amp; 4</b></p>	<p>Watch a documentary about a place in the world. Write a review. Summarise what the film is about. Give your opinion on it. Provide reasons for or against watching it.</p> <p><b>Year 5 &amp; 6</b></p>	<p>Create a Time Zone Time Machine. Make buttons that will take you to 4 different countries around the world. But you will need to know how many hours forward or back you will need to travel to get there. Time to research time zones (you don't want to land in Madagascar in the middle of the night)!</p> <p><b>Years 3 &amp; 4</b></p>	<p>Create a Time Zone Time Machine. Make buttons that will take you to 6 different countries around the world. But you will need to know how many hours forward or back you will need to travel to get there. Time to research time zones (you don't want to land in Madagascar in the middle of the night)!</p> <p><b>Years 5 &amp; 6</b></p>	<p>How to Grow a Rainbow Home Science Investigation</p> <p>Click here for further explanation</p> <p>Option 1</p>	<p>Rainbow Paper Home Science Investigation</p> <p>Click here for further explanation</p> <p>Option 2</p>
Expressive Arts		Humanities		Health and well being	
<p>Choose a country from around the world and find what it's traditional art is. For example, Australia has Aboriginal dot painting. Then have a go yourself.</p> <p><b>Years 3 &amp; 4</b></p>	<p>Choose a country from around the world and find what it's traditional art is. For example, Australia has Aboriginal dot painting. Then have a go yourself.</p> <p><b>Years 5 &amp; 6</b></p>	<p>Many of the everyday food items we think of as British originally came from other countries, tea from China, potatoes from South America. Locate them on a map and then choose one and make a simple dish (cup of tea, mashed potatoes etc.)</p> <p><b>Years 3 &amp; 4</b></p>	<p>Many of the everyday food items we think of as British originally came from other countries; tea from China, potatoes from South America. Choose one and make a simple dish (cup of tea, mashed potatoes etc.) Research the British Empire and how these foods were brought to Britain.</p> <p><b>Years 5 &amp; 6</b></p>	<p>Create a playlist for a journey. Include songs that make you feel different emotions; happy, sad, excited etc.</p> <p><b>Years 3 &amp; 4</b></p>	<p>Create a playlist for a journey. Include songs that make you feel different emotions; happy, sad, excited etc. Explain what it is about the song makes you feel that emotion.</p> <p><b>Years 5 &amp; 6</b></p>

# How to Grow a Rainbow

## You will need:

- Kitchen roll/paper towel
- Felt tip pens
- Two small bowls of water
- Paper clip
- Thread



1. Cut your kitchen roll into the shape of a rainbow.
2. Colour a rainbow with felt tips about 2 cm up on both sides.
3. Attach your paper clip to the top and tie a piece of thread to it. This will give you something to hold your rainbow with.
4. Fill each small container with water.
5. Hold your rainbow with the ends slightly submerged in the water then watch your rainbow grow!



## THE SCIENCE

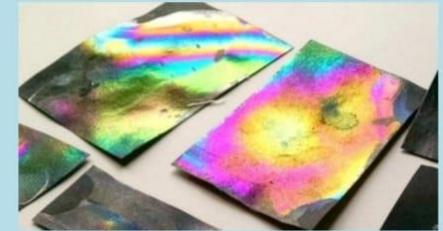
A brief introduction to 'capillary action'! Water molecules like to stick to things - including themselves. Sticking to things is called *adhesion* and sticking to itself is called *cohesion*. The fibres in kitchen roll make lots of little holes. Water is 'sucked' through the holes because of adhesion (liking to stick to other things) and cohesion (liking to stick to itself) means the rest of the water follows. The water pressure will eventually slow down and the pressure of gravity will mean it stops moving.

@MrsBpriSTEM

# Rainbow Paper

## You will need:

- Black paper/card (or try other colours!)
- Clear nail polish
- Bowl
- Water



1. Cut your black paper or card into a small rectangle. Start small until you get the hang of it then you can experiment with bigger pieces!
2. Fill a bowl with water.
3. Drop 1 drop of clear nail polish on top of the water.
4. Quickly dip a piece of black paper into the water and pull it out again.
5. Leave it a few minutes to dry.

You can also try placing the paper under the water first and then dripping one drop of clear nail polish on top of it. Once the nail polish disperses across the surface, it's safe to pull the paper out of the water, coating it with a thin film of polish.

## THE SCIENCE

When you dip the paper into the water, it gets coated with a thin layer (or film) of nail polish. The rainbow colours you see are caused by *thin-film interference*. Normal 'white' light is actually made up of lots of different colours. When light hits the film of nail polish, the individual colours disperse and the reflected waves interfere with each other to create the beautiful colours.

This is the same as when you can see a rainbow in spilt oil on tarmac!



@MrsBpriSTEM