



# Swallow Class

Home Learning  
Week 6 of the Summer Term

wb Monday 18.05.20



## Week 6 of the Summer Term

... and our final week before the half term break! Yippee!

Can you believe after this week that is another half term complete! Think we are all getting the hang of home learning business now!

I hope you have all had a wonderful week. It's been lovely getting to chat to some of you last week to see how you are all getting on! It sounds like you are all really trying your best with your home learning and enjoying being safe at home with your family. There are a few of you I haven't managed to get hold of just yet, so don't panic if you didn't hear from me during the week, I definitely haven't forgot about you! I will be phoning you this week when I am in school and I just can't wait!

I have lots of activities for you again this week that you could have a go at! If there is anybody that would like to send in their work for me to see or mark, or even ask for a bit more help, just message me at:

[homelearning@eden-park.academy](mailto:homelearning@eden-park.academy)

Have a fabulous week everybody and enjoy the sunshine (fingers crossed it stays all week!)

Be happy,  
Stay safe,

*Mrs Litherland*

#stayhome  
#staysafe  
#staypositive

# Reading



## Cogheart by Peter Bunzl (Chapter 11)

What did you all think of the last chapter? Madame Verdigris seems to be proving that she is someone we really need to keep our eye on. I wonder what she is up to?

Do you think you know?

This week we are going to continue with chapter 11 of the story; you will find three activities below that you could complete about what you have read. As usual, you will find the text in this activity pack, or online with an audio of myself reading the chapter. Previous chapters can also be found in each week of home learning too!

At the end of the week, I will be adding further chapters of the book (right up until chapter 18) for you to either read, listen to and enjoy over the half term, so make sure you check Swallow's Learning page on the school website!

<b>Activity 1: Make meaning of unknown vocabulary.</b>	Just like previous weeks, look at the difficult vocabulary that you might come across in this chapter (you will find this in the resource section for activity 1). Can you match them to their synonyms? You might like to do this as you come across them in the text, using strategies we have learnt to make meaning of them (reading on in the text, replacing with other synonyms and seeing if they make sense). Once you have correctly matched them, write a definition of each word.
<b>Activity 2: VIPERS questioning</b>	Look at the mixed VIPERS questions in the resource section and answer as many as you can in your workbooks! See how many you can answer in half an hour; if you want to answer more after this time then feel free, it is up to you! Top tip: read these questions before reading the text, then if you come across some answers as you are reading, you can highlight them or write them down - saves reading the text twice if you don't need to!
<b>Activity 3: Dialogue</b>	Write the conversation that would follow the chapter, after Robert introduces Lily to his Da. What do you think he might say? Would he ask to talk to Robert in private? Would he welcome her in? You decide! Don't forget, you must follow all the rules for writing dialogue - you can find a reminder in the resources section.

### Other Stories:



<b>Activity 4: Turn your book into a comic strip</b>	Choose a book that you have a read and turn it into a comic strip! You will find a template in the resource section. Don't forget to use lots of bright colours and onomatopoeias (E.g. crash, bang)
<b>Activity 5: Rudyard Kipling</b>	You will see in our English activities this week that we will be looking at the famous author, Rudyard Kipling. Read the information about him and answer the simple questions to help gain a better understanding of who he was and what stories and poems he created.



## CHAPTER 11

Robert had walked the length of the snowy driveway and was stopped a good eight feet from the house, gazing up at it, and wondering whether to try the servants' entrance or the front door, when he heard a loud whistle from above.

He blinked and stared up at a tearful-looking red-headed girl gazing out of a high window. The girl took her fingers from her mouth and called down to him, her voice carrying over the soft silent landscape: "Friend or foe?"

Robert considered this. "Friend, I think."

"Who are you looking for?"

"For Miss Hartman."

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She folded her goose-pimpled arms. Now that he saw her up close Robert felt unaccountably nervous. She'd a friendly face, with cheeks rosy from the cold, and her upturned nose was lightly dusted with freckles. Beneath her fringe of wavy copper hair, her green eyes looked filled with sadness, and Robert wished with all his heart he could find something to say to make it vanish.

"I'm Robert Townsend," he mumbled. "Apprentice clockmaker in the village up the way..." His gloved hands twisted together, and he found himself staring. He'd planned his words carefully as he walked up the drive, but now, somehow, he'd forgotten them all. "Da used to wind the clocks here" – it was the only thing he could think of – "for your father."

"Did you want to speak to me about that?" Lily asked.

Robert fiddled with the brim of his cap. He felt the tips of his ears burn. How could he be so stupid? Her father was missing. That's why the mech-fox had wanted him to come in the first place. "No," he said at last. "It's... I think I've something belongs to you, at least, he claims he does."

"Oh. Is it Captain Springer, or one of the others?"

"He's called Malkin."

"Malkin's alive!" Lily exclaimed. A glimmer of hope sparked inside her. "Does he have news of Papa?"

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The girl smiled wearily. "That's me."  
He felt a twinge of relief. "May we speak?" he asked. "I've a message for you."

"If you wait there," she said, "I shall endeavour to come down."

He watched her push open the casement window and climb out. She edged along a shelf of bricks, clinging carefully to the window frame. As she jumped down onto the corner of the porch roof, her feet slipped on the frozen tiles, but she managed to right herself before she dropped over the roof's edge and shimmied down a drainpipe. When her feet reached the handrail, she grabbed an upright post covered in dead creepers and jumped down, tumbling into a drift of snow.

"Blimey, Miss Hartman," Robert said, "you're a good mountaineer."

"Call me Lily, please." Lily picked herself up and dusted off the snowflakes, shivering as she did so, for she was wearing only a thin dress. "Climbing's fine," she said. "It's the falling I'm not used to. Normally I'd use the stairs, but I was imprisoned and my hairpins broke when I tried to pick the lock."

Robert opened his mouth to attempt a reply, but could think of nothing.

"Who are you?" Lily asked. "And what's this about?"

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"Not exactly," Robert murmured. "He said I had to give you a message. He would've come himself, only he was shot..."

"Shot?" Her eyes widened in alarm.

"Don't worry, he's fine. Ticking over. Me and Da fixed his leg – the damaged part, I mean – and he's going to be right as rain. He's got a strong constitution, that one. Insides of steel... How d'you own such an amazing mech anyway?"

"My father made him for me. I wish I could've taken him to school, but there were no pets allowed." Lily jiggled from foot to foot with impatience, or was it the cold? "Please," she said, "tell me what it is."

He nodded. "When Malkin came round he told me to tell you: the secret's in the safe."

Lily clapped her hands together. "The box – I knew it! He wants me to bring the box. Perhaps he has the key?"

She took Robert by the hand. "Come on," she said. "We'll go get it."



They were walking towards the front door when a black steam-wagon pulled in through the gates at the far end of the drive. Puffs of acrid smoke drifted from its chimney stack as it drove towards them.

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Lily gasped and clasped his hand tighter.

"What is it?" he asked.

"That vehicle was here last night." She dragged him behind a snow-covered fir tree. "You mustn't let them see me."

They watched through the branches as the steam-wagon stopped in front of the main entrance. Two men got out of the driver's compartment. Their mirrored eyes glinted as they climbed the porch steps. One rapped on the front door with the handle of his walking stick, then they waited.

"Those men were in the village chasing Malkin," Robert said. "They're hybrids - part-human, part-mech. All bad news."

"I know," Lily said. She pointed a shaking finger at Roach. "The thin one, Mr Roach, he was on the commuter zep with us and, last night, I think they took Mrs Rust and Papa's mechanicals away."

Robert gave a shudder. "I know him too. He came into the shop. He's dangerous. And the other one too - Mr Mould. You oughtn't to go in there."

"I've got to get the box." Lily brushed back her fringe and a fierce look came over her face. "I'm sure that's what they're after. So we can't leave without it."

They crept round the side of the house, the snow

peering over her shoulder at the rows of gruesome penny dreadful covers, pinned to yellow wallpaper. A few had been hand-tinted with watercolours: *Varney the Vampyre*, in particular, featured a lot of hand-painted red.

"Wait here," Lily said, and she crawled under her bed and prised up a loose floorboard. Then she reached into the gap beneath it and pulled out a square rosewood box.

She placed the box on a blanket in the centre of the bed. "There," she said, folding the corners of the blanket over the box's lid and knotting them tightly together. "That'll do."

Robert flinched. He'd heard the *tap-tap-tap* of a cane, and the creak of heavy boots. He peered round the door jamb. Three shadowy figures were ascending what must've been the main staircase, to the landing. "They're coming," he whispered.

Lily stepped towards the open window. "We have to climb down."

"I can't." The words felt dry in his throat.

"Why not?"

"I'm afraid of heights."

"Oh." She opened the wardrobe and stuffed her bundle inside. "Then we'll have to hide."

"I shouldn't get in there either. I have an allergy to dust."

crunching beneath their feet. Through a window, Robert glimpsed a drawing room. Then the door opened and a woman dressed in black showed Roach and Mould in.

"That's my guardian, Madame Verdigris," Lily whispered. "She's in on whatever they're up to." And indeed, even at this distance, Robert could tell from the woman's posture that she wasn't at all surprised to see the two men. It was as if they were old friends.

Robert and Lily ducked away from the window and peered around a corner of an ivy-encrusted trellis. The back door looked clear.

They dashed towards it and Lily tried the handle. "Locked." She prised open an adjacent window and climbed through, beckoning him to follow.

They were in a narrow corridor. Lily grasped a brass doorknob set into a papered wall and opened a disguised door to reveal a narrow servants' staircase.

"This way," she said.

Robert followed her up to a first floor and past several rooms along a dark landing, before she paused outside a door.

"Ah-ha!" she said. "That witch left the key in it. Probably why I couldn't get out this way." She unlocked the door and stepped into a room filled with a mess of clothes and books. Robert crowded in behind her,

"Never mind that now." Lily pushed back a row of dresses on hangers, and an old tattered parasol, and crammed him into the wardrobe. Then she took a last look around the room.

"Professor Silverfish's card!" she exclaimed, and she snatched a square of paper from her bedside table, then jumped in beside him, pulling the wardrobe door shut just as Madame, Roach and Mould arrived.

"Where is she?" Mr Roach glanced about, the room swooshing past in his reflective lenses.

Robert peered over Lily's shoulder through the crack in the door. The dust in the wardrobe was making his eyes run and his nose itch; he dearly wanted to sneeze.

He covered his mouth with a hand and watched as Lily's guardian stepped over to the open door.

"But, I can't understand it." Madame's reply was strained. "I locked her in."

Mr Roach leaned on his cane and crouched to examine the broken hairpins on the floor. "She must've used these to pick the lock," he said. "She hasn't got far. I'd say she's still in the house." He gathered the broken pins in his hand. "You knew we were coming, Madame Hortense. I warned you not to let Lily out of your sight."

"I've been busy."

"Not busy enough, by the looks of things. Pack a case



Lily's face paled. She shivered and clutched the bundle to her chest. "They're here," she said.

Robert's breath caught in his throat.

Just then Mould's cigar went out. He took out a lucifer, turned away and, striking it, held the flickering flame to the cigar's tip. His fat cheeks glowed with its fiery red sheen. Roach watched, his mirrored eyes shining orange in the shadowy sockets of his face. He was waiting to finish whatever it was he had been saying, and both men were so intent on Mould's task that they failed to notice Robert and Lily at the far end of the street.

"Quick," Robert spluttered. "This way." He grasped Lily's hand and pulled her down a side alley.

They stopped behind a whitewashed gable wall. Meltwater dripped onto Robert's cap from the snow-frosted eaves of the cottage.

Lily dropped her bundle between her feet and hugged her arms. "I thought we'd lost them," she said. "What are we going to do?"

"Give me a moment," Robert replied. "I'll think of something." He tried, but he could not, and the red glowing vision of the men hung about in the dark, filling him with a feeling of despair.

"Is there any other way into the shop?" Lily asked.

"If you go to the end here," he said, "there's a path

Mr Mould grabbed Robert's shoulder and spun him round. "Master Townsend, so glad we've bumped into you. I was having a word with my colleague, Mr Roach, about our encounter the other day, where you sent me off on a wild goose chase."

Robert shrugged. "Don't know what you mean."

"Oh I think you do." Mr Mould frowned and leaned towards him, and Robert's face grew big and distorted in his mirrored sockets. "Tell you what, son. Mr Roach and I are on important business, looking for a lost soul, and your little 'misdirection' prank cost us."

"And didn't we see you at the big house earlier?" Mr Roach added. "You were wearing a cap."

Robert shook his head. "House? What house? And what would you characters want with a runaway girl?"

Mr Roach pounced on this. "I don't believe he mentioned we were looking for a girl."

Robert gulped. "Er, your colleague did a moment ago."

"I find that unlikely," Mr Roach said, but he wasn't sure, he turned to his mutton-chopped companion. "Mr Mould, did you say a girl?"

Mr Mould scratched his head. "I said soul."

"Oh," Robert said. "I must've misheard." In the corner of his vision, he noticed his da watching from the shop

leads back onto the road further down; from there you can cross over and sneak through the gate into the backyard."

"Then let's do that," Lily said.

"You can't, not without... I mean... They'd see us." Robert stepped away from her and headed back towards the mouth of the alley.

"What are you doing?" Lily asked.

He gulped and gestured at the street. "I'm going to go out there and distract them so you can get past. When I'm shot of them both, I'll go in the shop and let you in the back door."

Lily nodded. "Very well, but be careful."

"And you," he said brusquely, trying not to let the fear show in his voice.

His mouth dry and heart beating hard in his chest, Robert strolled out onto Bridge Road. He took off his flat cap and stuffed it into his pocket. When he glanced back, Lily was edging towards the far end of the alley. He sauntered along the street, approaching the men, listening to the crunch of the melting snow underfoot, and trying to seem as calm as possible.

When he was sure they'd seen him, he did a double take, and turned smartly on his heels; and, as he'd hoped, they rushed to follow.

window. Then he caught a fleeting glimpse of Lily, with her bundle, running across the road to head down the alley beside the shop; and under his breath, he let out a sigh of relief.

"What are you looking at?" Mr Roach asked suddenly.

"My da," Robert said. "He's watching you, so you'd best let go of my arm."

Mr Mould released his iron grip and made a pretence of brushing some dust off Robert's jacket.

"Remember, son, we've got our eyes on you." Mr Roach tapped the bare metal in his raw eye socket with one finger. "All four of them." He prodded his companion on the shoulder with the handle of his stick, and the two of them walked back to their vehicle. The engine growled and, as they got in, a sputter of steam spurted from the chimney.

They didn't drive off straight away, and Robert wondered if they were watching him through the tinted glass windscreen. He tried to ignore the panic that rose inside, telling him to run, and instead walked calmly back to the shop.

When he opened the door he found his da standing by the window, twisting the thin frames of his glasses between his fingers. "Where were you, Robert?" he asked. "You've been gone hours."

"I went for a wander," Robert explained. Distractedly, he watched the men's vehicle drive off down the street. When all that was left of it was thin wheel tracks in the snow, he bolted the shop door and locked it with the key.

"Who were those fellows?" Thaddeus asked. "The large one came in to ask after you."

"Never mind that," Robert said. "There's someone out back I want you to meet."

"Who the devil have you brought now?" Thaddeus demanded.

Robert led his da through the rag curtain. At the end of the passage he slipped the deadbolt on the back door and pulled it open.

Lily waited nervously on the steps outside, clasping her bundle in her shivering arms, her red hair filled with melting snowflakes.

"This", said Robert, "is Miss Lily Hartman, and she needs our help."

## Activity 1 – Make meaning of unknown vocabulary

### Some difficult vocabulary you might come across:

- imprisoned** (page 143)
- unaccountably** (page 144)
- constitution** (page 145)
- trellis** (page 147)
- prised** (page 148)
- wrested** (page 150)
- mezzanine** (page 150)
- balustrade** (page 151)
- brusquely** (page 155)

- 1) Firstly, do you already know what some of these words mean? If so, begin matching them to their synonyms with a line.
- 2) Start reading the chapter. As you get to each word either check that the synonym you chose would work, or decide on which synonym it should be. Remember to read around the word to try and help you make meaning of it. There are quite a few other words that some of you might find difficult - don't forget to look these up too so you are understanding what you are reading!
- 3) Once you have matched all the words up, try and write a definition for each.

<i>Word from the book</i>
imprisoned
unaccountably
constitution
trellis
prised
wrested
mezzanine
balustrade
brusquely

<i>Synonym (or near synonym)</i>
abruptly
balcony
removed
mysteriously
locked up
garden frame
pulled
railing
structure

## Activity 2 – VIPERS comprehension questions

### *Cogheart* by Peter Bunzl

### Chapter 11



*Remember, it might be easier to read the questions before reading the text. This way, you can write your answer when you come across it in the text.*

Vocabulary	<p>What is a 'foe'?</p> <p>Find a word on Page 143 that means 'try your best'.</p> <p>What phrase on Page 146 shows us that Lily is determined?</p> <p>What does 'stole across the countryside' mean?</p>
Infer	<p>What made Robert feel stupid?</p> <p>How does Lily feel when she learns that Malkin is alive?</p> <p>Why is Robert dubious about climbing the wall?</p> <p>What shows us that Robert is brave in this chapter?</p> <p>How does Robert reveal he actually was at the house?</p>
Predict	<p>Read to the key. Predict how they'll get the box out of the house.</p> <p>Predict how Thaddeus will respond to Lily's presence.</p>
Explain	<p>Explain why it is a good thing that Lily escaped from the manor.</p> <p>Explain how Bunzl shows that both characters are brave. What are some similarities and differences between Lily and Robert so far?</p>
Retrieve	<p>What's the loud whistle that Robert hears?</p> <p>How does Lily get out of her bedroom?</p> <p>Who appears at Lily's house?</p> <p>Why had Lily been unable to lock the door?</p> <p>How does Madame Verdigris find Robert and Lily?</p>



# SPaG Knowledge Organiser: Writing Dialogue

## Key Vocabulary

### **inverted commas:**

Punctuation marks - " " - used to demarcate direct speech in a sentence.

**direct speech:** A sentence where the exact words spoken are represented and shown in inverted commas.

**dialogue:** A conversation or speech that is written down as part of a piece of narrative text.

### **Try to remember...**

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

## Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

## Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a **reporting clause** to tell the reader who is speaking.

"I want an ice cream," Caleb told me.

## Extend It!

To create an extended piece of **dialogue**, you will now need to include a response to what the previous speaker has said.

Each time a new person speaks, use a new line.

"I want an ice cream," Caleb told me.

"Well, you can't have one!" I snappily replied.

"Why not?"

"Mum told you that you can't have a snack before your lunch," I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

## Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"

"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.

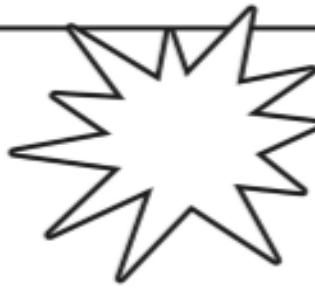
"Can you please," I reiterated, "stop irritating me!"

**Congratulations - you have reached expert status!**

## Activity 4 – Comic strip template

Don't forget to add speech bubbles to show what the characters would be saying!


twinkl.co.uk

twinkl.co.uk

## Activity 4 – Rudyard Kipling Comprehension

### Rudyard Kipling

Rudyard Kipling is one of Britain's most renowned authors. He wrote and published a large collection of work including books, novels, poems, autobiographies and short stories. Most famously, however, he wrote *The Jungle Book* and *The Just So Stories*.



Kipling was born in Bombay (now called Mumbai) in India on 30<sup>th</sup> December 1865. His actual name is Joseph Rudyard Kipling. His parents gave him Rudyard as a middle name after Lake Rudyard in Staffordshire, England where they spent time as a young married couple. Kipling adored life in India but at the age of 5, his life changed dramatically. He and his sister were sent to live with a family in Portsmouth, England so they could attend a British school. Kipling's foster mother, Mrs Holloway, was a cruel and violent lady who used to bully and beat young Rudyard. When his mother finally found out, she moved him to a different school and foster family in Devon.

In 1882, Kipling returned to India and began working as a journalist for an Indian newspaper. At this time, Kipling's writing career began. He wrote several short stories, many of which were published in the newspaper. Aged just 22, Kipling wrote his first collection of verse in 1888. After an argument with the editor, Kipling was fired from the newspaper and decided to travel around North America.



It was in Vermont, USA that Kipling met Caroline Starr Balestier in 1892. They got married and shortly after, Caroline gave birth to their first daughter, Josephine. They then welcomed another daughter called Elsie in 1896. One year later, the family returned to England to live and they celebrated the arrival of their third child, a son called John, in 1897.

Kipling's life took a sorrowful turn when his eldest daughter, Josephine, died of pneumonia at the age of 6. Kipling was devastated. However, his sadness deepened when his son, John, was reported missing whilst fighting in France in the First World War. John's body was never found. Friends of Kipling said that he never recovered from the loss of his two children.

### Rudyard Kipling

Kipling and Caroline lived the rest of their lives in Bateman's house, in East Sussex. Kipling continued to write but not the usual cheerful, children's tales that he had enjoyed writing earlier in his life. Kipling died on 18<sup>th</sup> January 1936 aged 70. Bateman's is now a museum dedicated to the life and works of Rudyard Kipling.

#### The Jungle Book

Kipling first began drawing pictures for *The Jungle Book* while he and his family lived in the USA. The book was finally published in 1894. *The Jungle Book* tells the story of Mowgli, an Indian boy who is raised in the jungle by wolves and has to learn how to survive from the animals that he lives with. Other characters in the book include Baloo the bear, Mowgli's friend and Shere Khan, Mowgli's enemy.



#### The Just So Stories

Kipling began writing *The Just So Stories* for Josephine, his eldest daughter, when she was a young child. Whilst telling her his stories, Josephine would tell her father to read the stories as they were, or 'just so'. They were finally published in 1902 in her memory.

#### Did You Know...?

Rudyard Kipling was awarded with the Nobel prize in Literature in 1907. He was the first British recipient of the award and to this day, remains the youngest too!



## Questions

1. What was Mumbai formerly called? Tick **one**.

- India  
 Bombay  
 Portsmouth  
 Vermont

2. Match up the events with the year they happened.

1892	Rudyard Kipling was born.
1897	Kipling and Caroline got married.
1865	The Jungle Book was published.
1936	John was born.
1894	Rudyard Kipling died.

3. Where did the name 'Rudyard' come from?

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4. Find and copy a word that means poetry.

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5. What did Josephine die of?

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6. Why do you think Kipling stopped writing 'cheerful, children's tales' whilst living at Bateman's? Explain your answer fully.

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## Questions

7. Kipling experienced a lot of pain and sadness in his life. Describe two different events in Kipling's life that were very difficult for him.

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8. How do you think Kipling would have felt when he received the Nobel prize? Explain your answer fully.

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## Maths: Mixed Revision

As it is our last week before half term, I thought we could spend this week revising areas of maths we would have visited in school. Below is an outline of your areas of focus for each day. You will find on the following pages the activity sheets for each focus and knowledge organisers to give you a helping hand if needed! All answers can be found on the Swallow Learning page on the website, under Week 6 of our home learning.



<b>Activity 1:</b>	Rounding numbers up to 10 million.
<b>Activity 2:</b>	Finding the area of rectangles and compound shapes.
<b>Activity 3:</b>	Converting and comparing fractions and decimals.
<b>Activity 4:</b>	Multiplying and dividing by 10, 100 and 1000.
<b>Activity 5:</b>	Arithmetic questions (Year 5 and Year 6 options)

Just in case anyone would like to some activities, here are some websites you can visit that give you a range of mathematical games to play and will encourage you to put your skills into practice:



Topmarks

Topmarks

<https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>



MATHSFRAME

Mathsframe

<https://mathsframe.co.uk/en/resources/category/22/most-popular>



Times Tables Rockstar (just ask for your login if you don't remember!)

<https://play.ttrockstars.com/auth>

# Maths

# Maths Activity 1: Knowledge Organiser for Rounding

## Number and Place Value

## Knowledge Organiser

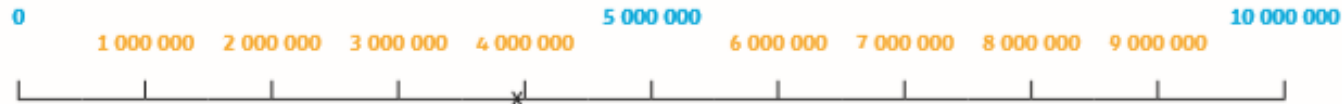
### Numbers to Ten Million

**3 926 471**

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

3 926 471
3 926 000      471



### Round Any Number

Rounding to the nearest 1000



Rounding to the nearest 100 000



Rounding to the nearest 10 000



Rounding to the nearest 1 000 000



**ROUNDING**

Underline the digit  
look next door.

If it's 5 or greater  
add one more.

If it's less than 5  
leave it for sure.

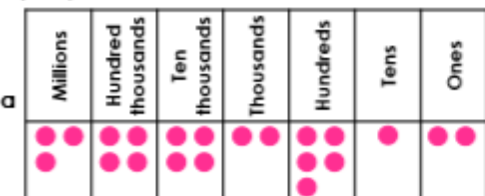
Everything after  
is a zero, not more.



# Maths Activity 1: Rounding

## Rounding Numbers

1a. Which two numbers will round to the same value when rounded to the nearest 1,000,000?



b  c



VF

## Rounding Numbers

1b. Which two numbers will round to the same value when rounded to the nearest 1,000,000?



b  c



VF

2a. Which numbers round to 3,000,000 when rounding to the nearest 1,000,000?



VF

2b. Which numbers round to 4,000,000 when rounding to the nearest 1,000,000?



VF

3a. Tick to show whether the number rounds to 4,000,000 or 5,000,000 to the nearest 1,000,000.

Number	Rounds to 4,000,000	Rounds to 5,000,000
4,144,831		
4,531,258		
4,776,012		



VF

3b. Tick to show whether the number rounds to 8,000,000 or 9,000,000 to the nearest 1,000,000.

Number	Rounds to 8,000,000	Rounds to 9,000,000
8,652,683		
8,348,135		
8,514,763		



VF

4a. Round the number below to the nearest 1,000,000.



VF

4b. Round the number below to the nearest 1,000,000.



VF

## Rounding Numbers

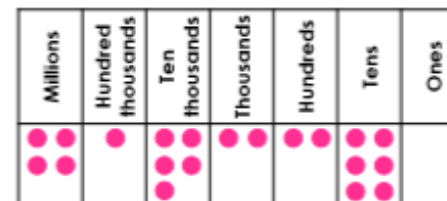
1a. Which number is the odd one out when rounded to the nearest million? Explain your answer.



R

## Rounding Numbers

1b. Which number is the odd one out when rounded to the nearest million? Explain your answer.



R

2a. Work out which child has which number. Find two possible solutions.

To the nearest 1,000,000, my number rounds to 5,000,000.



Michael

To the nearest 1,000,000, my number rounds to 6,000,000.



Kevin

To the nearest 1,000,000, my number rounds to 5,000,000.



Anna



PS

2b. Work out which child has which number. Find two possible solutions.

To the nearest 1,000,000, my number rounds to 8,000,000.



Stephen

To the nearest 1,000,000, my number rounds to 8,000,000.



Paul

To the nearest 1,000,000, my number rounds to 7,000,000.



Sophie



PS

3a. Alfie is rounding numbers. He says,

I think that 4,512,671 rounded to the nearest million is 4,500,000.



Is he correct? Explain your answer.



3b. Susan is rounding numbers. She says,

I think that 7,523,993 rounded to the nearest million is 7,000,000.



Is she correct? Explain your answer.



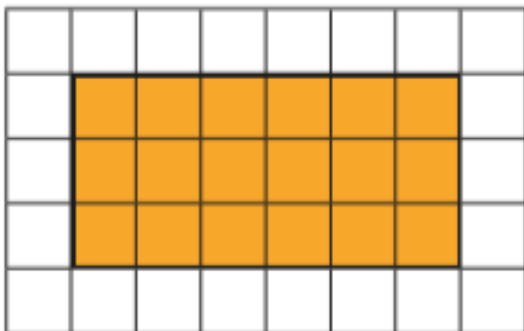
R

## Maths Activity 2: Knowledge Organiser for Finding Area of a Shape

### Length and Perimeter

#### Area of Rectangles

The area of a rectangle on a grid:



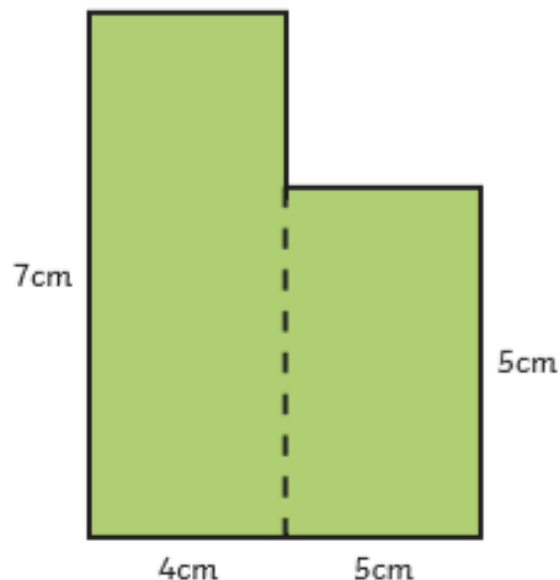
Multiply the length  $\times$  width  
 $= 6 \times 3 = 18$  squares.

The area of a rectangle = length (l)  $\times$  width (w).



#### Area of Compound Shapes

To find the area of a compound shape, divide the shape into rectangles with known dimensions:

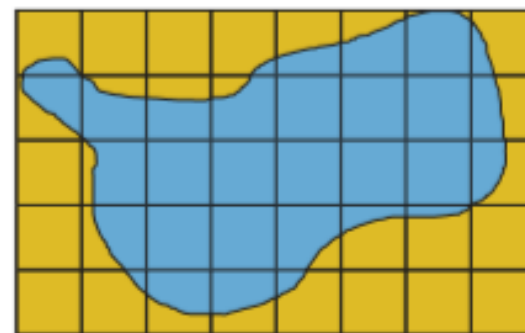


$$\begin{aligned}\text{Area} &= 7\text{cm} \times 4\text{cm} + 5\text{cm} \times 5\text{cm} \\ &= 28\text{cm}^2 + 25\text{cm}^2 \\ &= 53\text{cm}^2\end{aligned}$$

### Knowledge Organiser

#### Area of Irregular Shapes

To find the area of an irregular shape, find the number of whole squares and part squares.



Whole squares = 10  
Part squares = 22

$$\begin{aligned}\text{Estimate of area} &= \text{whole squares} + \\ &\quad \text{half part squares} \\ &= 10\text{cm}^2 + 11\text{cm}^2 = 21\text{cm}^2\end{aligned}$$

\*There are other ways to estimate the area of irregular shapes.



# Maths Activity 2: Finding the Area of a Shape.

## Shapes Same Area

1. Draw a different shape with the same area as the one below.

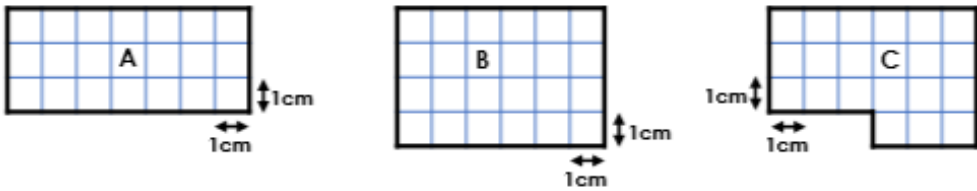


not to scale

VF  
HW/Ext



2. Match these shapes to their area.



24cm<sup>2</sup>

21cm<sup>2</sup>

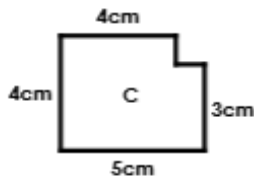
not to scale

VF  
HW/Ext



3. Leah has sorted shapes into a table.

Area is 18cm <sup>2</sup>	Area is not 18cm <sup>2</sup>
<p>A</p> <p>B</p>	



Is she correct? Prove it.  
Where would shape C go in the table?

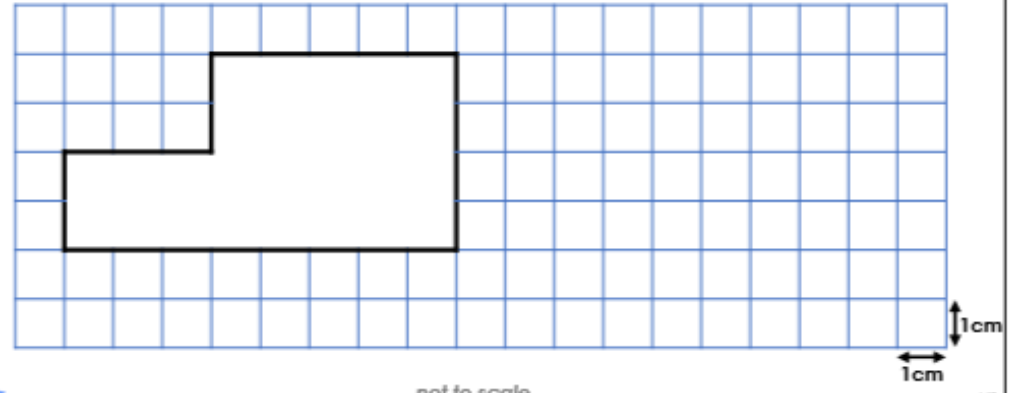
not to scale

RFS  
HW/Ext



## Shapes Same Area

4. Draw a different shape with the same area as the one below.

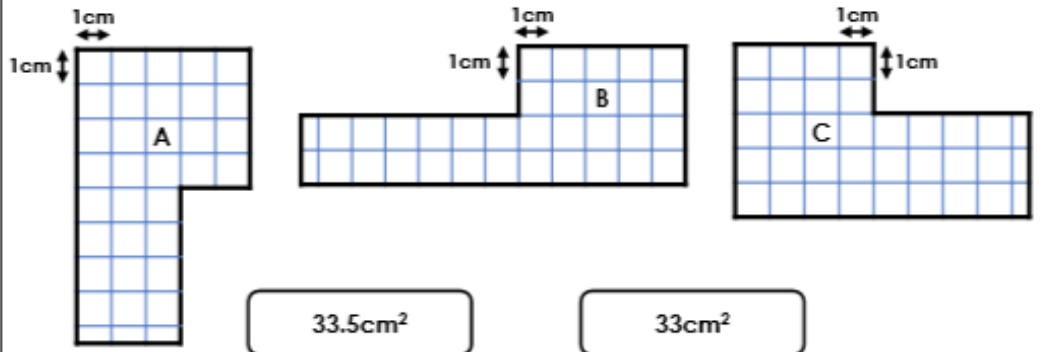


not to scale

VF  
HW/Ext



5. Match these shapes to their area.



33.5cm<sup>2</sup>

33cm<sup>2</sup>

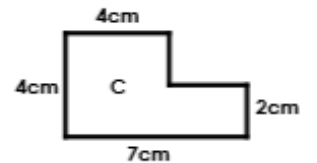
not to scale

VF  
HW/Ext



6. Justin has sorted shapes into a table.

Area is 22cm <sup>2</sup>	Area is not 22cm <sup>2</sup>
<p>A</p>	<p>B</p>



Is he correct? Prove it.  
Where would shape C go in the table?

not to scale

RFS  
HW/Ext



# Maths Activity 3 and 4: Knowledge Organiser for Fractions and Decimals

Use this information to help you with your questions on the following page and for activity 4. You could have a go at the following game after if you like. You will have to convert the fractions to decimals as quick as you can!

[https://www.abcy.com/games/fractions\\_to\\_decimals](https://www.abcy.com/games/fractions_to_decimals)

## Decimals

## Knowledge Organiser

### Place Value

Tens	Ones	tenths	hundredths	thousandths
	● ● ●	● ● ● ●	● ●	● ● ● ● ● ●

$$3 + \frac{4}{10} + \frac{2}{100} + \frac{6}{1000} \leftarrow 3.426 \rightarrow 3 + 0.4 + 0.02 + 0.006$$

### Key Vocabulary

decimal place

decimal fraction

recurring decimal

equivalent fraction

tenth

sharing

partitioning

exchanging

rounding to 3d.p.

hundredth

thousandth

equal to

remainder

grouping

### Multiplying and Dividing by 10, 100 and 1000

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
		2	0	8		
		← × 10	2	0	8	
			2	0	8	
				← + 10		
				2	0	8

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
		4	3	5		
	← × 100	4	3	5		
4	3	5	0			
			← + 100			
		4	3	5		

Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths
		1	3	5		1
	← × 1000	1	3	5		1
1	3	5	1			
				← + 1000		
		1	3	5		1

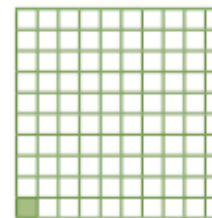
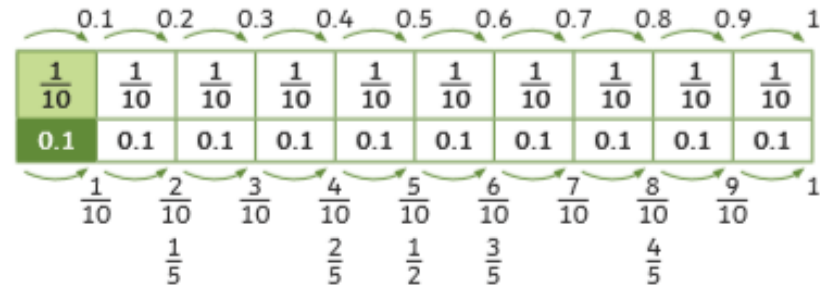
### Multiplying Decimals by Integers

$$3.21 \times 3 = 9.63$$

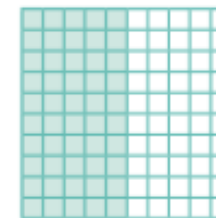
	3	4	5
×			3
	1	0	3
		1	1

Ones	tenths	hundredths
● ● ●	● ●	●
● ● ●	● ●	●
● ● ●	● ●	●

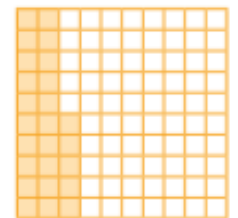
### Decimal Numbers as Fractions



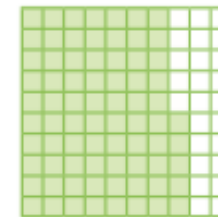
$$\frac{1}{100} = 0.01$$



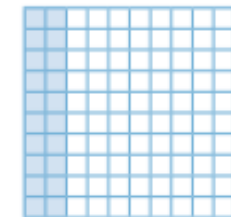
$$\frac{50}{100} = \frac{1}{2} = 0.5$$



$$\frac{25}{100} = \frac{1}{4} = 0.25$$



$$\frac{75}{100} = \frac{3}{4} = 0.75$$



$$\frac{20}{100} = \frac{1}{5} = 0.2$$

$$\frac{1}{3} = 0.33$$

$$\frac{1}{8} = 0.125$$

$$\frac{1}{1000} = 0.001$$

# Maths Activity 3: Fractions and Decimals

## Fractions to Decimals 1

## Fractions to Decimals 1

1a. Use the digit cards to complete the statements.

$\frac{40}{100}$  is equivalent to 0.

$\frac{7}{10}$  is equivalent to 0.

0 4 0 7



1b. Use the digit cards to complete the statements.

$\frac{1}{10}$  is equivalent to 0.

$\frac{9}{100}$  is equivalent to 0.  9

0 1 9 0



2a. True or false?

0.5 is equivalent to  $\frac{50}{100}$ .

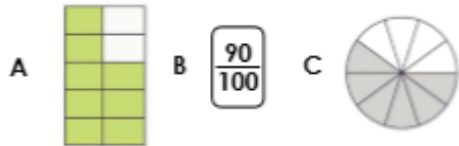


2b. True or false?

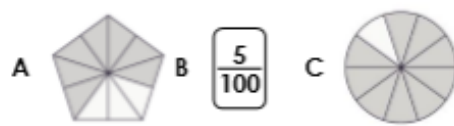
0.7 is equivalent to  $\frac{7}{100}$ .



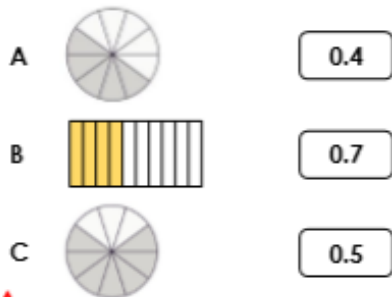
3a. Convert the fractions below to decimals.



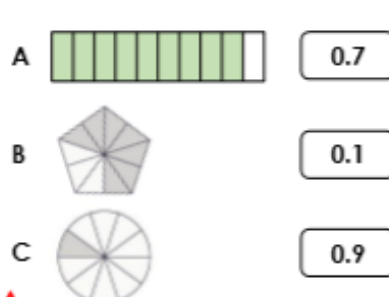
3b. Convert the fractions below to decimals.



4a. Match the decimals to the equivalent image.



4b. Match the decimals to the equivalent image.



## Fractions to Decimals 1

## Fractions to Decimals 1

1a. Josh and Jenny are comparing fractions.



Josh

I think that 0.7 is greater.



Jenny

I think that  $\frac{70}{100}$  is greater.

Who is correct. Explain how you know.



1b. Cian and Hannah are comparing fractions.



Cian

I think that 0.2 is greater.



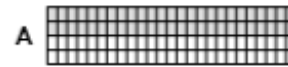
Hannah

I think that  $\frac{2}{100}$  is greater.

Who is correct. Explain how you know.

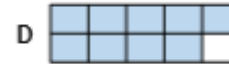


2a. Convert the fractions into decimals and write them in ascending order.



B   $\frac{1}{100}$

C   $\frac{3}{10}$



2b. Convert the fractions into decimals and write them in descending order.



B   $\frac{40}{100}$

C   $\frac{5}{100}$



3a. I am thinking of a fraction.

- It can be simplified.
- The denominator is 10.
- The numerator is a multiple of 3.
- It is less than half.

What is my fraction?  
What is this fraction as a decimal?



3b. I am thinking of a fraction.

- It can be simplified.
- The denominator is 100.
- The numerator is a multiple 6.
- The numerator is between 40 and 56.

What is my fraction?  
What is this fraction as a decimal?



## Maths Activity 4: Multiplying and Dividing by 10, 100 and 1000.

1. Mark with an 'X' to show whether the calculations are true or false.

	T	F
A. $4.57 \times 1,000 = 4,570$	<input type="checkbox"/>	<input type="checkbox"/>
B. $2.4 \times 100 = 2,400$	<input type="checkbox"/>	<input type="checkbox"/>
C. $3.05 \times 1,000 = 3,500$	<input type="checkbox"/>	<input type="checkbox"/>
D. $0.05 \times 20 = 1$	<input type="checkbox"/>	<input type="checkbox"/>

2. Solve the calculations to complete the statements using  $<$ ,  $>$  or  $=$ .

A. $5.23 \times 100$	<input type="checkbox"/>	$64.5 \times 10$
B. $0.756 \times 1,000$	<input type="checkbox"/>	$75.6 \times 10$
C. $13 \times 100$	<input type="checkbox"/>	$7.2 \times 20$

3. Steph and Sean are multiplying by 10, 100 and 1,000. Is she correct?

Steph's calculation:  $3.2 \times 40$

Sean's Calculation:  $0.032 \times 1,000$

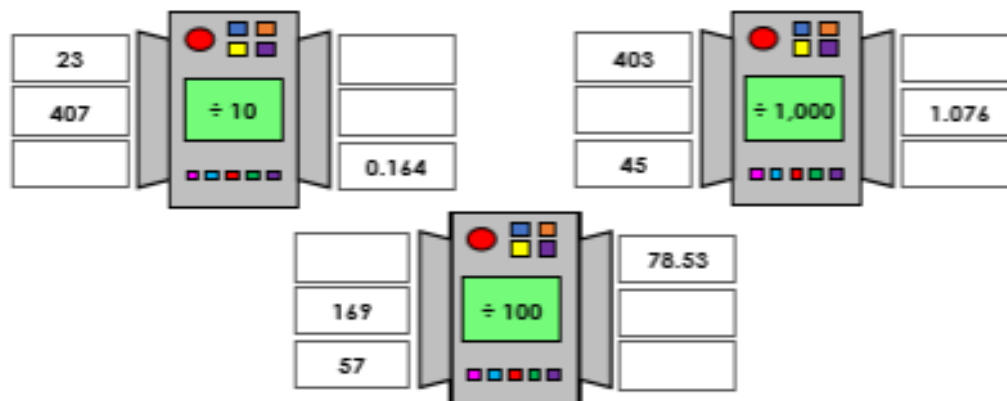


Steph

Even though Sean is multiplying his number by 1,000, my answer will still be greater than his.

Prove it.

1. Follow the instructions on each function machine to complete the calculations.



2. Circle the incorrect calculation or conversion in each row and write the correction in the box.

			Corrections	
A.	$7,304 \div 100 = 73.04$	$945 \div 1,000 = 9.45$	$3,608 \div 10 = 360.8$	<input type="text"/>
B.	$2.03 \div 10 = 0.23$	$634 \div 100 = 6.34$	$234 \div 1,000 = 0.234$	<input type="text"/>
C.	$4,006 \div 1,000 = 4.006$	$543 \div 10 = 54.3$	$450 \div 100 = 4.05$	<input type="text"/>

3. Using the cards below and a starting number of your own, record 3 different ways of making 1.065.



## Year 5 Maths Arithmetic questions

### Year 5 Extension Arithmetic Test 5

testbase

1	$238\,888 + 1000 + 1000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
2	$4 \times 120 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
3	$\begin{array}{r} 41\,904 \\ + 38\,137 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
4	$840\,000 + 70\,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
5	$9999 + 2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
6	$\frac{8}{11} + \frac{9}{11} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
7	$65\,555 + 7777 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

### Year 5 Extension Arithmetic Test 5

testbase

8	$\frac{1}{7} \times 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
9	$\begin{array}{r} 2089 \\ \times 7 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
10	$12\,010 - ? = 11\,005$	<input type="text"/>	<input type="checkbox"/> 1 mark
11	$820\,000 - 120\,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
12	$420 + 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
13	$50 \times 60 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
14	$\frac{5}{6} \times 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

15	$\begin{array}{r} 72\ 305 \\ - 35\ 619 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
16	$\begin{array}{r} 5.42 \\ \times 9 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
17	$2^2 + 3^2 + 4^2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
18	$4500 \div 30 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
19	$8^2 - 3^3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
20	$1\frac{1}{3} \times 4 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
21	$\begin{array}{r} 48 \\ \times 89 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks

22	$4571 + 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
23	$567\ 128 - 54\ 679 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
24	$\frac{3}{4} + \frac{7}{12} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
25	$\begin{array}{r} 1757 \\ \times 49 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
26	$91.8 \div 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
27	$\frac{2}{3} - \frac{1}{6} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
28	$54.08 - 3.132 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

# Year 6 Maths Arithmetic questions (slightly less than normal these week!)

## Year 6 Extension Arithmetic Test 4

testbase

1	$372,000 + 1,000 + 1,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
2	$32 - 50 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
3	$\begin{array}{r} 555,805 \\ + 278,537 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
4	$0.3 = \frac{?}{100}$	<input type="text"/>	<input type="checkbox"/> 1 mark
5	$750,000 - 80,000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
6	$8,999 + 60 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
7	$? + 3,006 = 19,005$	<input type="text"/>	<input type="checkbox"/> 1 mark
8	$5,907 \times 8 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

## Year 6 Extension Arithmetic Test 4

testbase

9	$3,600 \div 6 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
10	$400,102 - 87,885 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
11	$3,686 \div 8 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
12	$4 \times 1100 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
13	$80 \times 80 - 30 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
14	$50 \times 700 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
15	$5,500 \div 500 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
16	$70 \div 2 \times 48 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

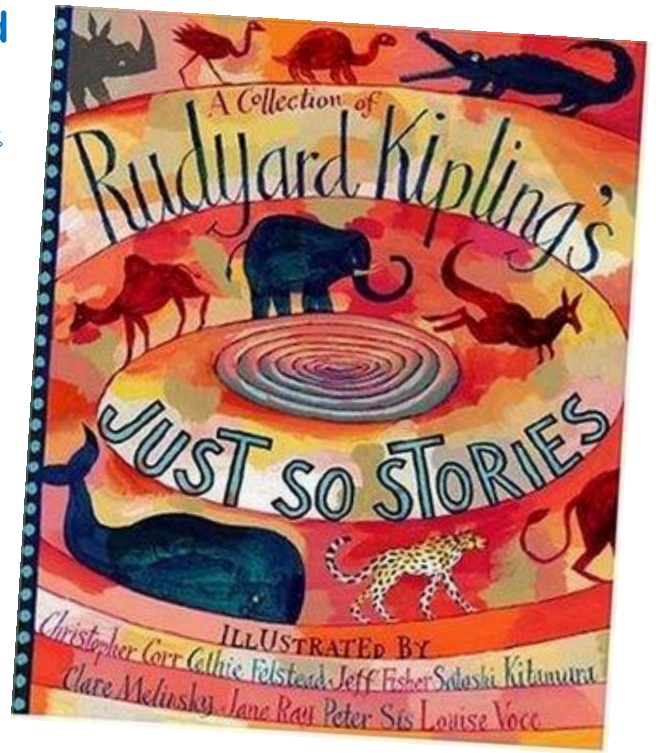
17	$21.06 + 1.944 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
18	$\begin{array}{r} 2.309 \\ \times \quad 8 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark
19	$\frac{1}{2} \times \frac{1}{4} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
20	$567.01 \times 100 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
21	$4^2 + 7^2 + 5^2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
22	$0.7 \times 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
23	$\frac{5}{6} + \frac{11}{12} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
24	$256.92 - 39.043 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

25	$6.7 + 1000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
26	$\begin{array}{r} 928 \\ \times \quad 76 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
27	$\frac{2}{3} \div 2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
28	$65\% = \frac{?}{20}$	<input type="text"/>	<input type="checkbox"/> 1 mark
29	89% of 250 =	<input type="text"/>	<input type="checkbox"/> 1 mark
30	$\begin{array}{r} 1974 \\ \times \quad 83 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
31	$37.8 + 4 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
32	$180 - 78 + 2 + 4 =$	<input type="text"/>	<input type="checkbox"/> 1 mark



## English: Just So Stories by Rudyard Kipling

As we have been looking at animal adaptations in our topic work, I thought it might be fun for us to read an old classic story by Rudyard Kipling (the author of 'The Jungle Book' and other well-known poems and stories - you can find out more about him in activity 5 of our reading work this week). The story we will be concentrating on this week, is one of the many stories in the 'Just So Stories' book, called 'How the Whale got his Throat'. Most stories in this book are linked to animals and are funny stories about how some animals get their distinctive features (of course these are all fiction!). Others you will find are, 'How the leopard got its Spots', 'How the Camel got its Hump' and 'How the Rhino got its Skin'. By using the links below, you will be able to read, listen or watch these other stories too, which will help you in activity 3! By the end of the week, we would have made up our own story in the style of Rudyard Kipling, about an animal of your choice.



### EXTRA:

In the resource section you will find an extra 'Magpie' sheet. Use this when reading all the texts and pop in any specific language or phrases you think will be useful to you in your writing - I have already added a few in for you!

### ***To read other stories or to listen to audios:***

<https://www.storynory.com/category/classic-authors-for-children/rudyard-kipling/>

### ***To watch some of the animations:***

**How the Whale got his Throat:** <https://www.youtube.com/watch?v=YvMIVWRu694>

**How the Camel got his Hump:**

<https://www.youtube.com/watch?v=RjmsOBAP9ak&list=PLt9sl2nTmzl9e8H4dIJNY2qSPIt5oirCp&index=2>

**How the Leopard got his spots:** <https://www.youtube.com/watch?v=Mulf011-ksU&list=PLt9sl2nTmzl9e8H4dIJNY2qSPIt5oirCp&index=4>

On the next page you will find an outline of this week's activities, followed by the resources you need to assist you! Have fun with your story and don't forget to send them to me at: [homelearning@eden-park.academy](mailto:homelearning@eden-park.academy)

I can't wait to read them!



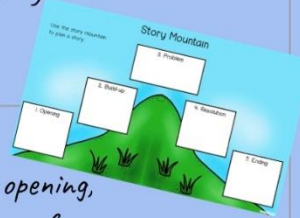
### Activity 1: Read and analyse, 'How the Whale got his Throat'.



Read the text by Rudyard Kipling carefully, as some bits are a little bit tricky. At the end of the story you will find the beginning of a glossary which might help you with some difficult vocabulary. However, it does need finishing! As you come across more difficult vocabulary, add it to the glossary and write a definition in for each. You might need to use a dictionary to help.

Once you have done this, think about the following questions and make notes of your ideas.

- Are there any phrases or language that are unusual? What do you think they tell us about the story?
- When do you think this story was written?
- What other features has the author chosen to use in this story to keep the reader interested?



### Activity 2: Box up and compare the text.

Using the table in the resource section, can you summarise each part of the story under the headings: opening, build up, problem, resolution and ending? To help you, I have already completed a section for another one of Rudyard Kipling's Just So Stories, 'How the Camel got his Hump', which can you find the text, audio or video of by following the links given above. For the final column, choose another one of Rudyard Kipling's stories from above and do the same again, Can you see any common features between each story? Add them to the 'Commonalities' box under the table.

### Activity 3: Plan your own 'Just So' story.



Now is the fun bit... you get to create your own story in the style of Rudyard Kipling! Think of an animal you would like to write about and a title for your story. It could be something like: How the Kangaroo got its Bounce, How the Rattlesnake got its Rattle, whatever you decide! In the table, make notes about what will happen in each part of your story. You will see in the end column there are some tips on how to make your writing like Rudyard Kipling. Begin to practise some of these techniques in the table too so you remember to use them writing your story up.

### Activity 4: Write your Just So Story.

Using your planning sheet and ideas from yesterday, begin to write your story. Your opening sentence will begin just like the original, but changed to the animal and setting of your story.

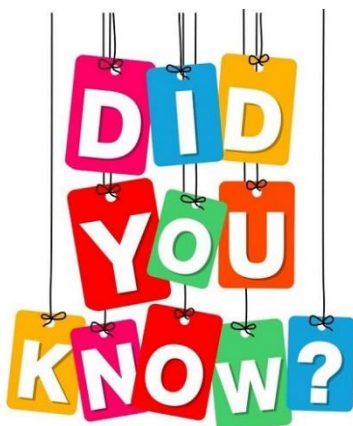
In the ....., once upon a time, O my Best Beloved, there was a ....., and .....  
Keep checking against the tips given in your planning sheet and the original text to help you. Think carefully about your vocabulary choice and don't forget to include threat archaic (old-fashioned) language!

### Activity 5: Edit and publish.



Read through your story, checking for correct spellings, punctuation and well-chosen vocabulary. Mark yourself against the tips given in the planning sheet and tick them off when you think you have achieved them. Now you can publish your work - write, or type it up in best and create your own pictures to go with it.

### A handy fact that might help you understand the story of 'How the Whale got his Throat'.



Did you know that, as far as we know, from a scientific and historical point of view there are no cetaceans (whales dolphins and porpoises) that eat humans. In fact, most marine mammals are incapable of consuming a human due to their **lack of teeth, small throat**, overall small size or restraints from their standard diet.

*I just wonder how they did get such a small throat?!*



## How the Whale got his Throat

by Rudyard Kipling

In the sea, once upon a time, **O my Best Beloved**, there was a Whale, and he ate fishes. He ate the starfish and the **garfish**, and the crab and the **dab**, and the plaice and the **dace**, and the skate and his mate, and the mackereel and the pickereel, and the really truly twirly-whirly eel. All the fishes he could find in all the sea he ate with his mouth—so! Till at last there was only one small fish left in all the sea, and he was a small '**Stute** Fish, and he swam a little behind the Whale's right ear, so as to be out of harm's way. Then the Whale stood up on his tail and said, 'I'm hungry.' And the small 'Stute Fish said in a small 'stute voice, 'Noble and generous **Cetacean**, have you ever tasted Man?'

'No,' said the Whale. 'What is it like?'

'Nice,' said the small 'Stute Fish. 'Nice but nubbly.'

'Then fetch me some,' said the Whale, and he made the sea froth up with his tail.

'One at a time is enough,' said the 'Stute Fish. 'If you swim to latitude Fifty North, longitude Forty West (that is magic), you will find, sitting on a raft, in the middle of the sea, with nothing on but a pair of blue canvas breeches, a pair of suspenders (you must not forget the suspenders, Best Beloved), and a jack-knife, one shipwrecked Mariner, who, it is only fair to tell you, is a man of **infinite-resource-and-sagacity**.'

So the Whale swam and swam to latitude Fifty North, longitude Forty West, as fast as he could swim, and on a raft, in the middle of the sea, with nothing to wear except a pair of blue canvas breeches, a pair of suspenders (you must particularly remember the suspenders, Best Beloved), and a jack-knife, he found one single, solitary shipwrecked Mariner, trailing his toes in the water. (He had his mummy's leave to paddle, or else he would never have done it, because he was a man of infinite-resource-and-sagacity.)

Then the Whale opened his mouth back and back and back till it nearly touched his tail, and he swallowed the shipwrecked Mariner, and the raft he was sitting on, and his blue canvas breeches, and the suspenders (which you must not forget), and the jack-knife—He swallowed them all down into his warm, dark, inside cup-boards, and then he smacked his lips—so, and turned round three times on his tail.

But as soon as the Mariner, who was a man of infinite-resource- and-sagacity, found himself truly inside the Whale's warm, dark, inside cup-boards, he stumped and he jumped and he thumped and he bumped, and he pranced and he danced, and he banged and he clanged, and he hit and he bit, and he leaped and he crept, and he prowled and he howled, and he hopped and he dropped, and he cried and he sighed,

and he crawled and he bawled, and he stepped and he lepped, and he danced hornpipes where he shouldn't, and the Whale felt most unhappy indeed. (Have you forgotten the suspenders?)

So he said to the 'Stute Fish, 'This man is very nubbly, and besides he is making me hiccough. What shall I do?'

'Tell him to come out,' said the 'Stute Fish.

So the Whale called down his own throat to the shipwrecked Mariner, 'Come out and behave yourself. I've got the hiccoughs.'

'Nay, nay!' said the Mariner. 'Not so, but far otherwise. Take me to my natal-shore and the white-cliffs-of-Albion, and I'll think about it.' And he began to dance more than ever.

'You had better take him home,' said the 'Stute Fish to the Whale. 'I ought to have warned you that he is a man of infinite-resource-and-sagacity.'

So the Whale swam and swam and swam, with both flippers and his tail, as hard as he could for the hiccoughs; and at last he saw the Mariner's natal-shore and the white-cliffs-of-Albion, and he rushed half-way up the beach, and opened his mouth wide and wide and wide, and said, 'Change here for Winchester, Ashuelot, Nashua, Keene, and stations on the Fitchburg Road;' and just as he said 'Fitch' the Mariner walked out of his mouth. But while the Whale had been swimming, the Mariner, who was indeed a person of infinite-resource-and-sagacity, had taken his jack-knife and cut up the raft into a little square grating all running criss- cross, and he had tied it firm with his suspenders (now, you know why you were not to forget the suspenders!), and he dragged that grating good and tight into the Whale's throat, and there it stuck! Then he recited the following Sloka , which, as you have not heard it, I will now proceed to relate—

By means of a grating  
I have stopped your ating.

For the Mariner he was also an Hi-ber-ni-an. And he stepped out on the shingle, and went home to his mother, who had given him leave to trail his toes in the water; and he married and lived happily ever afterward. So did the Whale. But from that day on, the grating in his throat, which he could neither cough up nor swallow down, prevented him eating anything except very, very small fish; and that is the reason why whales nowadays never eat men or boys or little girls.

The small 'Stute Fish went and hid himself in the mud under the Door-sills of the Equator. He was afraid that the Whale might be angry with him.

The Sailor took the jack-knife home. He was wearing the blue canvas breeches when he walked out on the shingle. The suspenders were left behind, you see, to tie the grating with; and that is the end of that tale.



## English Activity 2: Boxing up and summarising the text

Generic	How the Whale got his Throat	How the Camel got his Hump	How the ..... got his .....
<p><b>Opening</b></p> <p>The setting and main character is introduced to set the scene for the story.</p>		<i>Setting and description of the camel.</i>	
<p><b>Build Up</b></p> <p>A character needs help with something.</p>		<i>Three animals try to get him to work.</i>	
<p><b>Problem</b></p> <p>Something does not/or is not going to plan and the characters need help.</p>		<i>The animals meet and discuss the problem of the camel not pulling his weight.</i>	
<p><b>Resolution</b></p> <p>Something or someone changes the animal and recites a sloka (a poetic form used in India), giving it its distinctive feature (could teach the animal a lesson).</p>		<i>They summon the Djinn which visits the camel and gives it its hump.</i>	
<p><b>Ending</b></p> <p>The animal can use their distinctive feature to help them overcome their problem.</p>		<i>The camel can now work for days without stopping for food.</i>	

**Commonalities** - what is common in all three stories? For example - use of archaic language. Are there certain parts of the story that are similar?

**COMPARE**





**Magpie Box** - fill this box with any useful language, words or phrases, that you think will be useful to you in your own writing. It might be handy to add some of the archaic phrases you come across, for e.g. O best beloved, or any type of language that is commonly used or in the style of Rudyard Kipling.

*Infinite-resource-and-sagacity*

*O my best beloved*

*ought to*

*astute*

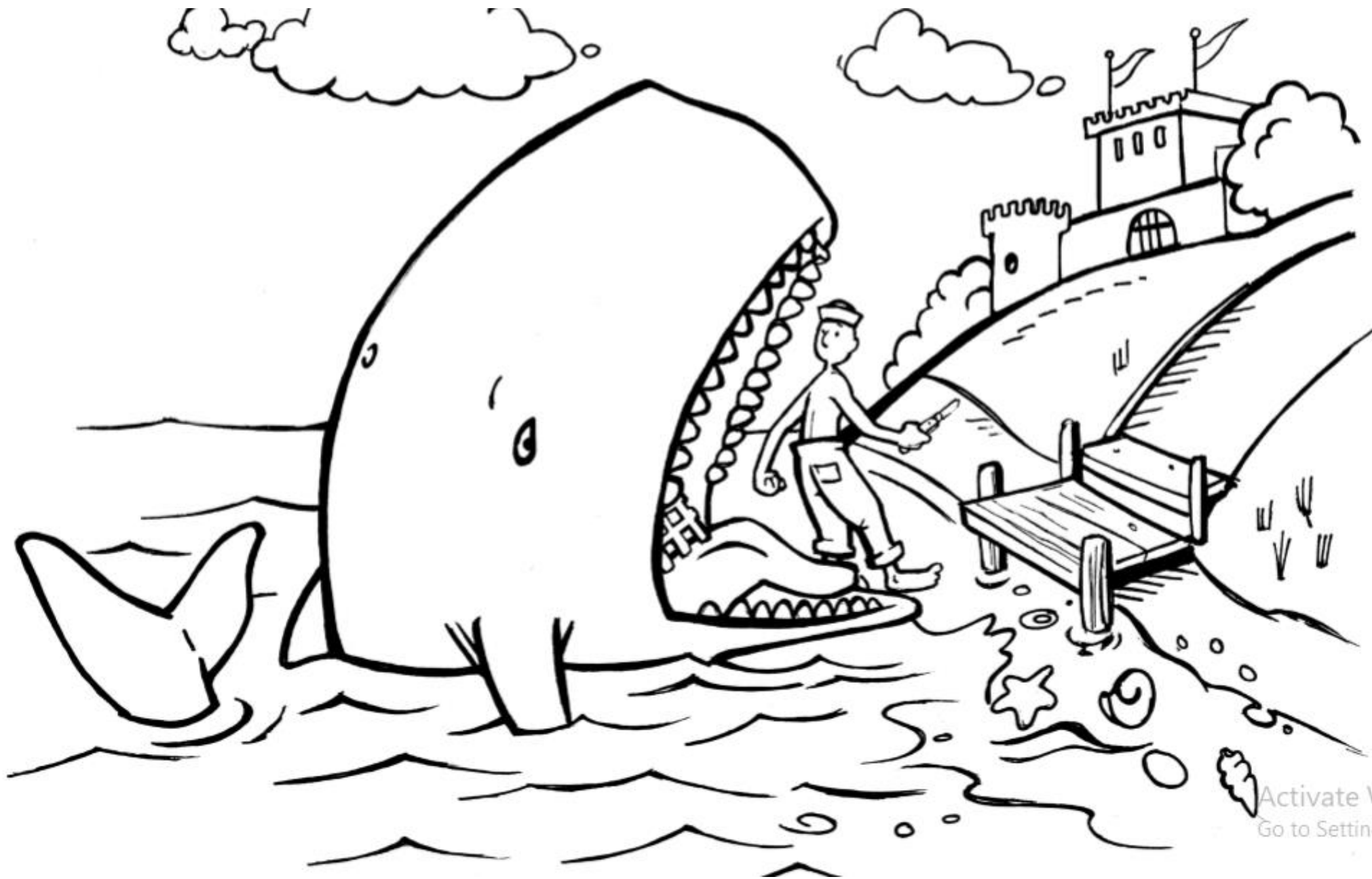
*once upon a time*

# English Activity 3: Planning your own Just So Story

Generic	Your own story title: How the ..... got his .....	Some tips on how to make your writing like Rudyard Kipling Just So Story...
<p><b>Opening</b></p> <p>The setting and main character is introduced to set the scene for the story.</p>		<p>Opening sentence uses adverbials of where and when and introduces the character. Uses archaic language to attract the audience.</p> <p><i>In the sea, once upon a time, O my Best Beloved, there was a Whale, and he ate fishes.</i></p> <p>Action is given through use of repetition and rhyme</p>
<p><b>Build Up</b></p> <p>A character needs help with something.</p>		<p>But as soon as the Mariner, who was a man of infinite-resource-and-sagacity, found himself truly inside the Whale's warm, dark, inside cup-boards, he stumped and he jumped and he thumped and he bumped, and he pranced and he danced, and he banged and he clanged, and he hit and he bit, and he leaped and he creeped, and he prowled and he howled, and he hopped and he dropped, and he cried and he sighed, and he crawled and he bawled, and he stepped and he lepped, and he danced hornpipes where he shouldn't, and the Whale felt most unhappy indeed.</p> <p>Dialogue used between characters.</p>
<p><b>Problem</b></p> <p>Something does not/or is not going to plan and the characters need help.</p>		<p>Then the Whale stood up on his tail and said, 'I'm hungry.' And the small 'Stute Fish said in a small 'stute voice, 'Noble and generous Cetacean, have you ever tasted Man?'</p> <p>Long complex sentences with expanded noun phrases using prepositional phrases and adverbials.</p>
<p><b>Resolution</b></p> <p>Something or someone changes the animal and recites a sloka (a poetic form used in India), giving it its distinctive feature (could teach the animal a lesson).</p>		<p>So the Whale swam and swam to latitude Fifty North, longitude Forty West, as fast as he could swim, and on a raft, in the middle of the sea, with nothing to wear...</p> <p>Lists repeating the conjunction 'and'.</p>
<p><b>Ending</b></p> <p>The animal can use their distinctive feature to help them overcome their problem.</p>		<p>Then the Whale opened his mouth back and back and back till it nearly touched his tail, and he swallowed the shipwrecked Mariner, and the raft he was sitting on, and his blue canvas breeches, and the suspenders (which you must not forget), and the jack-knife</p> <p>Hyphenated words and phrases.</p> <p>white-cliffs-of-Albion, natal-shore, infinite-resource-and-sagacity</p>



Extra: Colouring Sheet for the Just So Story, 'How the Whale got his Throat'.



# Spelling, Punctuation and Grammar (SPAG)

For our spellings this week we will be looking at words that are synonyms and antonyms of each other. Remember, a synonym is another word that means the same or similar to the first, and an antonym is a word which means the opposite. Complete as many activities as you can during the week to help you learn the spelling and meaning behind the words. You might like to start create your own synonym and antonym lists of any other words of your choice, for example: big and small.



## Spellings

This week's spelling rule: synonyms and antonyms.

- 1) ambled
- 2) tottered
- 3) raced
- 4) sauntered
- 5) galloped
- 6) sprinted
- 7) strolled
- 8) darted

Remember, you can choose other words from the Year 5 statutory spelling list from last week if you find these easy!

### Activity 1:

Split the list into two groups of four by making one group of synonyms (words that mean the same or similar), then one group of their antonyms (words that mean the opposite). Can you add more words to each list. See how many you can get!

### Activity 2:

Look, cover, write, check.

### Activity 3:

Try and make a short paragraph of writing using all your spelling words!

### Activity 4:

Make a spelling spiral with each of your spelling words.

### Activity 5:

Ask somebody to test you. Keep practising those you have got wrong. Can you think of a funny way to help you remember the spelling?



What word am I trying to spell? Can you correct it for me?

axidentily

Look at the homophones:

rested and

wrested

Can you give an explanation for each and use them in a sentence? Wrested was a word in your reading activities this week!

homo phone

same

sound

# Spelling Wordsearch and Synonym/Antonym worksheet:

## Synonyms and Antonyms for Walked/Ran

Cut out the synonyms for walked and ran then stick them in order from slowest to fastest. Write a multi-clause (complex) sentence for each of the words.

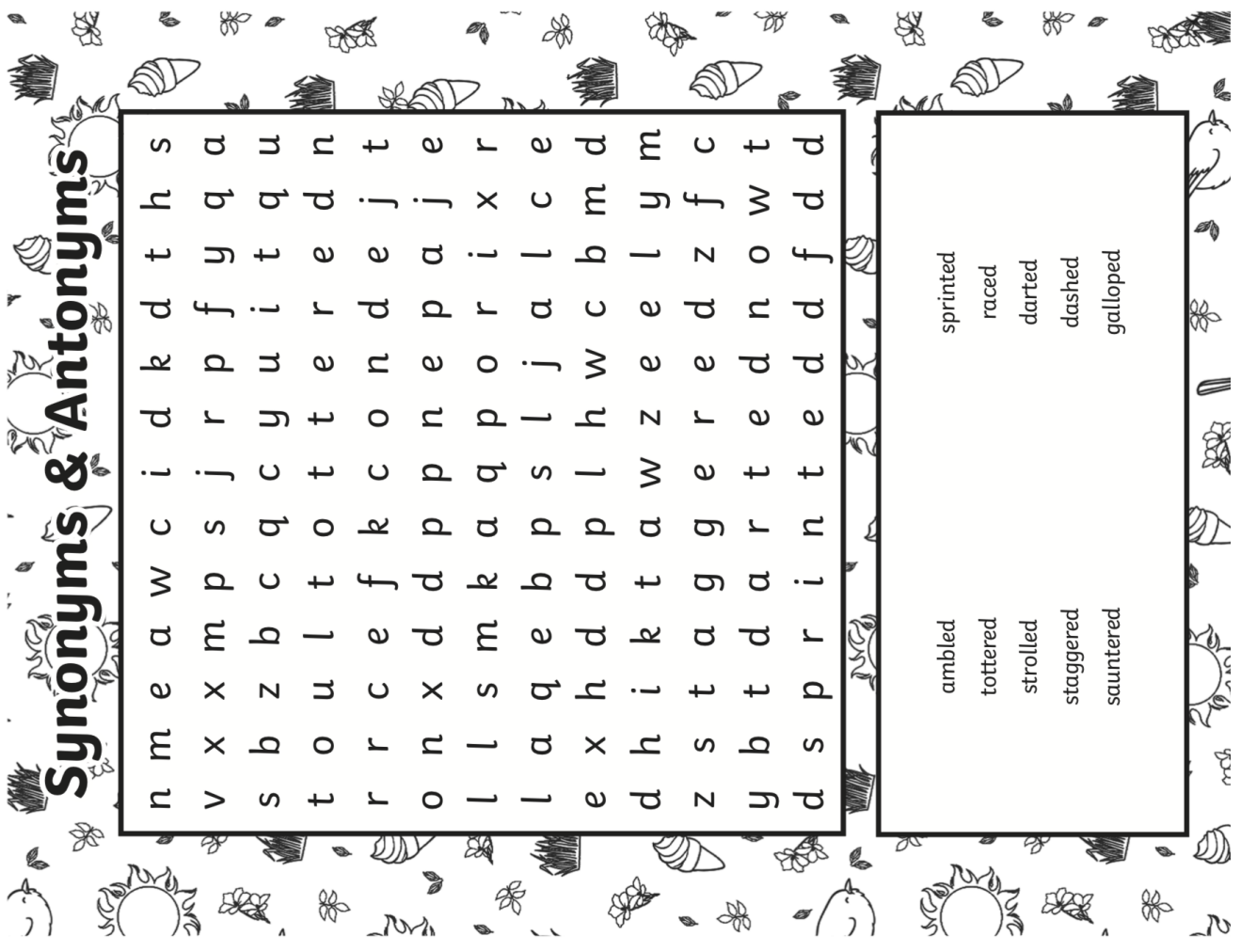

fastest ← | → slowest

ambled	tottered	strolled	staggered	sauntered
sprinted	raced	darted	dashed	galloped

## Synonyms & Antonyms

n m e a w c i d r y t c o n e p o j w e e d n o f d  
 v x b z u r c e d k b p a p s l h z e r e d z y d  
 s t r o l l e d z y d s p r i n t e d f d  
 t o r t e r e d p r a c e l y f w d  
 h q q d j j x c m l y f w d  
 s a u n t e r e d m c t

- |           |          |
|-----------|----------|
| ambled    | sprinted |
| tottered  | raced    |
| strolled  | darted   |
| staggered | dashed   |
| sauntered | galloped |

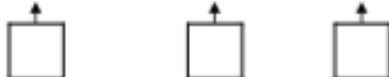


## Extra SPAG activities:

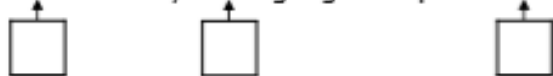
### Relative Clauses

1. Mark with an 'x' the box in each sentence below that indicates the relative pronoun.

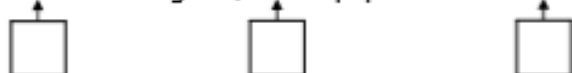
A. This is Martha, whose bike I borrowed the other day.



B. Oscar's the boy who's going to help me finish my project.



C. London, which is in England, has a population of almost nine million people.



2. List all of the sentences that have correctly included a relative clause.

A. Hitesh, whose job it is to tidy the cloakroom, is poorly today.

B. The bridge, who was very old, was the first iron bridge in the world.

C. He would never forget the day World War II began.

D I'd like to show you the house where I spent the first ten years of my life.

E. That's the boy who lives down the road from me.

3. Add your own relative clauses to the sentences below. Include the relative pronouns who, which, that, whose, where or when.

A. Do you know the boy \_\_\_\_\_?

B. Hannah lives in Halifax \_\_\_\_\_.

C. He was the pop star \_\_\_\_\_.

D. The restaurant \_\_\_\_\_ was fully booked.

### Modal Verbs

1. Choose three modal verbs from the list below that could complete the sentence to show the three varying degrees of possibility indicated by the line.

If it is raining in the morning, I \_\_\_\_\_ go for a run in the woods.



should

might

will

may

could

2. Shona is using modal verbs to give advice. Identify three modal verbs she could use to complete her sentence.

Now that you are in Year 6, you \_\_\_\_\_ make sure that you are working as hard as you can because it is a very important year.

should

can

must

ought to

might

could

3. Use the modal verbs below to create three sentences. Each sentence must include a subordinate clause and two modal verbs.

shall

have to

likely to


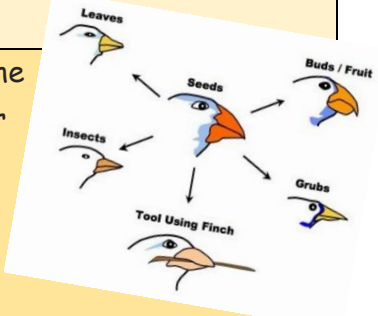
might

should





can

## Topic – AFRICA

Here are some activities that you could do this week! We are just starting to dip our toe into our learning of adaptation, evolution and inheritance, which will continue to work on after the half term!

<p>Art</p> 	<p><b>Design and make your own African masks!</b></p> <p>Did you know, African masks can be used as part of a ceremonial costume in some parts of Africa, used in religious and social events to represent the spirit of ancestors or to control the good and evil forces in the community. Once worn, they come to life, possessed by their spirit in the performance of dance. As you will see from the examples in the resource section, many combine human and animal features, often use bright colours, have symmetrical faces and incorporate patterns and symbols. Have a go of designing your own on paper first, then if you can, make out of cardboard - we have also been doing this in school and will add pictures to the website once they are completed!</p>
<p>Science - Evolution and adaptation</p>	<p>In the resource section you will find some information on the new area of Science we will be starting to learn about after the half term - Evolution and adaptation. Use this, or carry out your own research and ...</p> <p>.... explain what is meant by evolution and adaption and how they are connected.</p> <p>.... give an example of evolution and adaptation, giving reasons for its changes. ...</p> 
<p>Science - Inheritance</p>	<p><b>Inheritance - what does this mean?</b> First, read through the powerpoint to help you gain a better understanding of what inheritance means, then explain to a family member. Once you have done this, think about what features you have inherited from your family - you might like to do this through looking at pictures of yourself with another family member and start to make comparisons. Do you have the same eye colour? Face shape? Nose? Make a list of what you notice in your workbooks!</p>

## PE Challenge Grid - how many can you complete this week?

<p>Complete a Joe Wicks workout! This will link you to his YouTube channel. Go to the 'classroom workout' section and let's keep fit! <a href="https://www.youtube.com/channel/UCAxWIXTOiEJoOTYIRfn6rYQ">https://www.youtube.com/channel/UCAxWIXTOiEJoOTYIRfn6rYQ</a> *Challenge - can you create your own workout and get your family to join in? You could even create a workout and upload it to Teams so that we can all do it at home too! Take lots of pictures / videos!*</p> 	<p>Put your dancing skills to the test with Just Dance! Go to their YouTube channel and choose a dance to follow. <a href="https://www.youtube.com/channel/UCQoeFYX4YxrPA-abpa8Is2A">https://www.youtube.com/channel/UCQoeFYX4YxrPA-abpa8Is2A</a> Encourage anyone at home to join in too! Why not create your own dance or teach us how to do a TikTok dance by creating your own dance tutorial!</p> 
<p>Get moving with GoNoodle, Cosmic Kids Yoga or Yoga for Teens with Adriene! <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a> <a href="https://www.youtube.com/watch?v=7kgZnTqzNaU">https://www.youtube.com/watch?v=7kgZnTqzNaU</a></p> 	<p>Create your own indoor or outdoor obstacle course using anything you can find! Take photos of it and edit using PicCollage or Markup to show what you have to do on each part of your course. Or you could take a video explaining how to set up your course and what you've to do!</p> 

# Topic – Activity 1: African Masks – some ideas to help you!



## AFRICAN PATTERNS FROM TRADITIONAL SOURCES



Symbols and their meanings

An idea of how you could make you mask using cardboard...



# Topic – Activity 2: Evolution and adaptation

## Evolution and Adaptation

What do these words mean?  
Click on the word to discover the answer...

**Evolution** The way something gradually develops and makes changes over time.

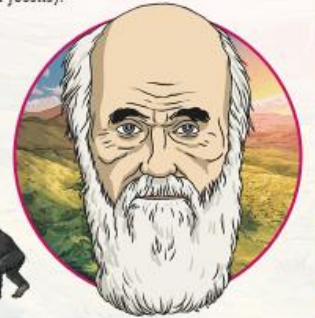
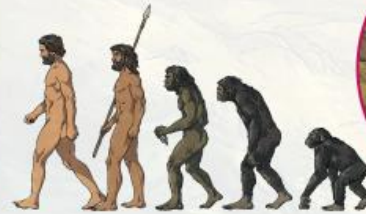
**Adaptation** The way something changes for the better to suit something new or different.



## The Theory of Evolution

Charles Darwin (1809-1882) introduced the theory of evolution. He was a famous English naturalist (an expert in studying nature), biologist (an expert in living things) and geologist (an expert in rocks and fossils).

He discovered that humans and apes shared **ancestors** which led to this famous image...



## How Evolution Works

The thing about **evolution** is that it happens over the space of a long, long, long time so we don't really notice it happening.

One animal, plant or person doesn't just change... there are small changes with each new **generation**.

Evolution happens through **inheritance** – meaning that tiny changes only happen as traits pass to the next generation.



## What Sort of Changes?

Animals and plants evolve to make adaptations to not only survive but to survive better. Some of these changes are down to habitats.



Darwin studied different finches living in different parts of the Galapagos Islands and realised, even though they were different, they all had the same ancestors! Some had evolved to have larger beaks in certain areas, some with smaller beaks in other areas due to different food being available.

## Small Changes Add up to Big Changes

Over time, the result of a few generations start to make noticeable differences.

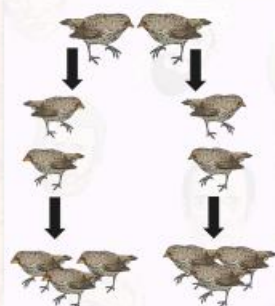
### Looking at the Galapagos finches

The ones with large beaks reproduced and had offspring.

More of these offspring inherited large beaks and survived.

In other parts of the Galapagos, smaller beaks ensured better survival than larger ones.

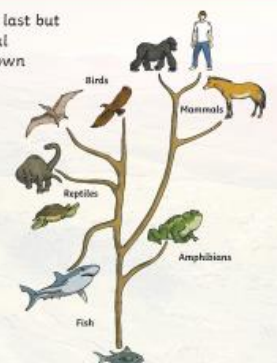
The adaptations meant that over a long period of time, the Galapagos finches evolved adaptive traits that caused differences between them.



## Small Changes Add up to Even Bigger Changes

Each generation is slightly different from the last but different families make their own generational changes and this can lead to species going down different evolutionary paths.

This is part of the tree of life that shows how birds, reptiles and even humans developed from fish... but remember... over millions of years!



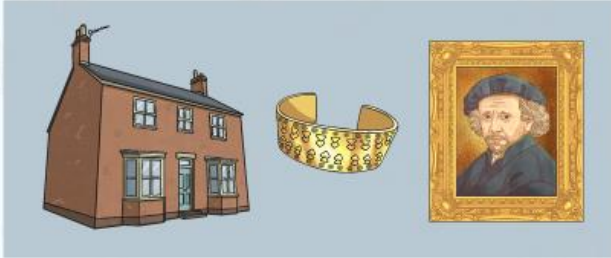
In your own words, explain what evolution and adaptation mean and how can they connect. Can you give an example of evolution and adaptation?



# Topic – Activity 3: Inheritance

## Inheritance

When we talk about inheritance, we often mean things that are passed on to us when one of our relatives or friends has died. Inherited items are sometimes houses or important objects.



## Inheritance

In science, inheritance refers to the genes that are passed on from parents to offspring. When we refer to inherited characteristics we tend to focus on physical characteristics as these are easy to spot but inherited characteristics include abilities such as taste and smell.



## Parents and Offspring



Match the parent with its offspring.



How did you match the parents and offspring?  
What are the inherited characteristics that you could see?

Photo credit: iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images

## Parents and Offspring



**MISCONCEPTION ALERT!**

While offspring does mean child, it does not mean that you are only offspring when you are children! The inherited characteristics you gain from your parents are part of your DNA for life.

Even when you are an adult you are your parents' child!



Photo credit: iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images; iStockphoto.com/Chris Stone/Stone/Getty Images

## Inheritance and Variation

How can inherited characteristics (similarities between parent and offspring) result in variation (differences)?

Well the majority of living things are the result of sexual reproduction so they have two parents. You inherit the characteristics from both parents but the way they combine makes the offspring unique.



The inherited characteristics can combine in different ways, which is the reason why siblings inherit the same characteristics but are not identical to each other.

Even identical twins that share the exact same combination of DNA are not 100% the same! This is due to the fact that genes develop separately when the twins are embryos or during later development.

If you can, look at a photograph of yourself and a family member (or look in a mirror) – do you have any similarities? If you are comparing with a brother or sister, what have you both inherited that are similar? If you are comparing with a parent or grandparent, can you see what your might have inherited from them?

Think about eye colour, hair colour, shape of mouth or nose, whether you can curl your tongue or not! Write a list of what you find!

# Non-screen activities you can do at home

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

25  
ideas!



**1** **How many different words can you make from the letters in this sentence, below?** Grab a pencil and paper and write a list!

'Learning from home is fun'

**2** **Thank a community hero.** Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

**3** **Get building!** You could build a Lego model, a tower of playing cards or something else!



**4** **Can you create your own secret code?** You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

**5** **Start a nature diary.** Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

**6** **Hold a photo session.** Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

**7** **Build a reading den.** Find somewhere cosy, snuggle up and read your favourite book!



**8** **Use an old sock to create a puppet.** Can you put on a puppet show for someone?



**9** **Make a list of all the electrical items in each room of your home.** Can you come up with any ideas to use less electricity?

**10** **Design and make a homemade board game** and play it with your family.

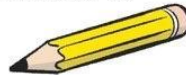


**11** **Do something kind for someone.** Can you pay them a compliment, make them something or help them with a task?



**12** **Can you create a story bag?** Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

**13** **List making!** Write a list of things that make you happy, things you're grateful for or things you are good at.



**14** **Design and make an obstacle course at home or in the garden.** How fast can you complete it?



**15** **Can you invent something new?** Perhaps a gadget or something to help people? Draw a picture or write a description.



**16** **Keep moving!** Make up a dance routine to your favourite song.



**17** **Write a play script.** Can you act it out to other people?



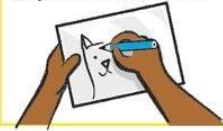
**18** **Read out loud to someone.** Remember to read with expression.



**19** **Write a song or rap about your favourite subject.**



**20** **Get sketching!** Find a photograph or picture of a person, place or object and sketch it.



**21** **Junk modelling!** Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

**22** **Draw a map of your local area** and highlight interesting landmarks.



**23** **Write a postcard to your teacher.** Can you tell them what you like most about their class?

**24** **Draw a view.** Look out of your window and draw what you see.



**25** **Get reading!** What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?