

# Monday 27th April 2020

Today's Schedule

# Daily Reminders:

- Check work that has been returned to you for any feedback. If you have been given '100' that means you have completed the task and no more needs to be done. If you have a score less than 100, it means you need to revisit it and improve.
- Please do not 'share' documents with the teachers. Instead, try to use the 'hand it in' tool.
- Just do your best in completing the tasks set. We will not be upset if you are struggling to complete a task or if you cannot work out how to submit it. Please ask your family and friends to help you with this.
- If necessary, send us a private message on the task you are struggling with so we can help you solve it.

# TT Rockstars or NumBots

20 minutes

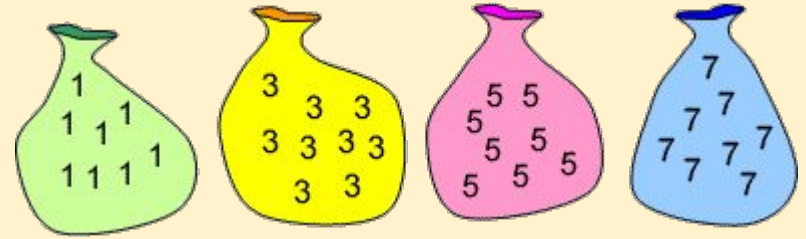
# Daily Maths Learning

40 minutes

Play to 37

This is a game for two players.

Each bag above has unlimited 1s, 3s, 5s or 7s in it.



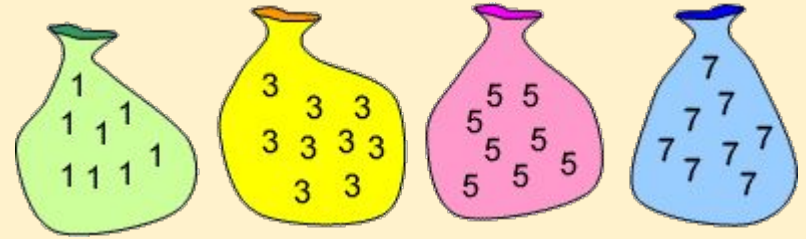
### **Aim of the game:**

To be the player to add the final number to the 'running' total to make 37.

### **How to play:**

1. Decide who is going first.
2. Player 1 chooses one of the numbers from the bags above (1, 3, 5 or 7).
3. Player 2 then chooses a number from one of the bags and adds this onto player 1's number to make a 'running' total.
4. Player 1 then has another turn and adds that number onto the 'running' total.
5. Play continues like this with each player choosing a number and adding it onto the 'running' total.

**Things to think about:**



How many numbers did you use altogether in the game?

Have another go. How many numbers did you use this time?

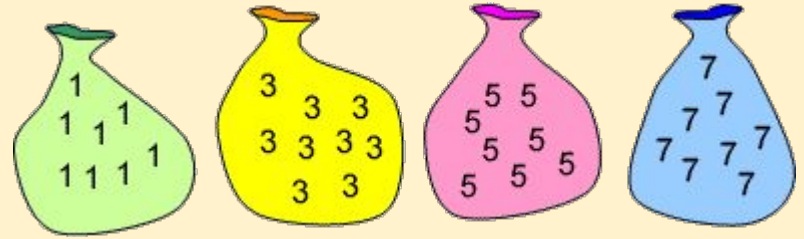
What is the largest amount of numbers you could use to reach 37?

What is the smallest amount of numbers you could use to reach 37?

Can you use all the different amounts of numbers in between the largest and the smallest to reach 37?

What do you notice? Can you explain this?

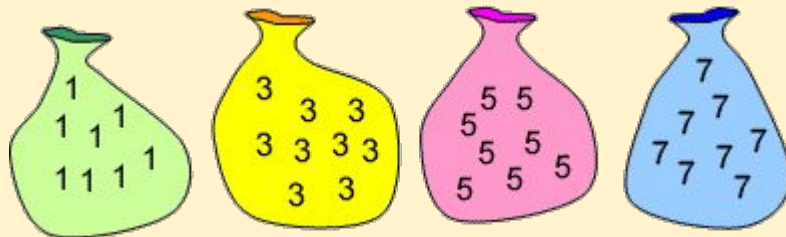
**Fran says "I need to go first in order to win."**



Do you agree with Fran? Why or why not?



Fran says "I need to go first in order to win."



Do you agree with Fran? Why or why not?

Answer: I agree with Fran because they are all odd numbers and they are added to make an odd number. For this to work, there must be an odd number of turns.

Odd + Odd = Even

Even + Odd = Odd    or    Odd + Odd + Odd = Odd

In this example, when an even amount of odd numbers are added together, it makes an even number. When an odd amount of odd numbers are added together, it makes an odd number.

# GPS Practice

20 minutes

## Grammar

**Complete the sentence with an appropriate subordinating conjunction.**

Tracey decided to walk \_\_\_\_\_ it was a lovely day.

**Circle the possessive pronoun in the passage below.**

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

**Complete the sentence with an appropriate adverb.**

She completed her homework \_\_\_\_\_.

**Circle the object in this sentence.**

My friend bought a cake from the bakery.

**Insert one comma in the correct place in this sentence.**

Limping slightly the old man walked to the end of the road.

## Spelling

**Practise each word. Choose two and write their definitions.  
Choose two to write in sentences.**

individual

interrupt

leisure

marvellous

muscle

interfere

language

lightning

mischievous

necessary

# Reading

20 minutes

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjUwNzE3Mzc2MTFa/details>  
<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2MzgyMDQ2ODNa/details>

# Daily English Learning

40 minutes

**LO: To identify different  
word classes in a text.**

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# LO: To identify different word classes in a text.

What are the different word classes?

**Thinking deeply:**

Noun

**Are there any others that haven't been listed here?**

Verb

Adjective

Adverb

Determiner

Preposition

Conjunction



LO: To identify different word classes in a text.

Can you give any examples of the different word classes before you look at the next slide?

# LO: To identify different word classes in a text.

Let's remind ourselves of the different word classes:

Word class	examples
Verb	<i>be, drive, grow, think ...</i>
Noun	<i>husband, car, him, house, she ...</i>
Determiner	<i>a, an, my, some, the</i>
Adjective	<i>big, foolish, happy, talented, tidy</i>
Adverb	<i>happily, recently, soon, then, there</i>
Preposition	<i>at, in, of, over, with</i>
Conjunction	<i>and, because, but, if, or</i>

# LO: To identify different word classes in a text.

Have a look at this video if you are able to.

<https://www.youtube.com/watch?v=dkOcfTwTNPI>

Now have a look at the text of this nursery rhyme:

# Sing a song of sixpence

Sing a song of sixpence,

A pocket full of rye,

Four and twenty blackbirds

Baked in a pie.

When the pie was opened

The birds began to sing -

Wasn't that a dainty dish

To set before the king?

The king was in the counting-house,

Counting out his money,

The queen was in the parlour,

Eating bread and honey.

The maid was in the garden

Hanging out the clothes,

When down came a blackbird

And pecked off her nose.

# LO: To identify different word classes in a text.

Go through the text on the assignment sheet and write down the word classes for each of the words.

How many can you do?

Can you do all of them?

**LO: To identify different word classes in a text.**

Now see if you can draw a picture to represent this nursery rhyme.

This is not a story map - imagine a freeze frame of the characters and events in this story and draw that.

# Wider Work - Computing and PSHE

1 hour

**LO: To explain what makes a good  
webpage.**



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# Staying Safe

What features on a webpage might make you stop and think whether it is safe to view and to click on links?

The main dangers are:

- Webpages that install rogue software (drive-by downloads).
- Inappropriate content.



How to stay safe:

- Use an up to date browser and keep anti-virus software up to date.
- Keep an eye on the page address (URL) and evaluate it, even before you follow a link.
- Close a browser tab or window if you have any concerns.

## LO: To explain what makes a good webpage.

What is the best way to carry out an effective search on the internet?

- Using exact phrases
- Using the most important words
- Typing the key stage you are in (so that it's age appropriate for you - so key stage 2)
- Search for filetypes, e.g. PDF documents as these may contain better information
- Put key words into the search button within websites

**LO: To explain what makes a good webpage.**

A lot of time and money is spent on making websites look attractive.

When evaluating a webpage, think about:

- The colours used.
- The font type, size and colour.
- How images are used.
- How animation or video is used.
- The overall layout of the page, including columns of text/ images.

**What features put you off using a website?**

You are going to evaluate a particular website.

exciting logo repeated  
around the page

clear menu to other  
parts of the site

funky background

layout in  
columns

photos of  
faces

lots of  
engaging images

lots of links  
to other material



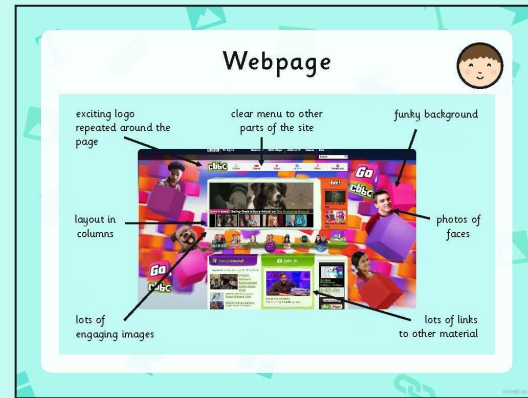
# Annotate



Take a screenshot of the page you want to evaluate.

Copy and paste a screenshot into a document.

Use the software to add annotations. Why not use different colours for things that work well and things that could be improved?



**LO: To explain what makes a good webpage.**

Then complete the sections in your hand in document.

(See next slide for example)

# LO: To explain what makes a good webpage.

Website: \_\_\_\_\_

Address (URL): \_\_\_\_\_

Good Features:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

One feature you might change:

\_\_\_\_\_

L.O: To understand the positive and negative consequences to being in an online community.

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L.O: To understand the positive and negative consequences to being in an online community.

Sort the following into two categories; 'Cool' or 'Not Cool'.

- Going on holiday
- Playing with a tablet computer
- Eating vegetables
- Owning a mobile phone
- Being kind to a friend
- Getting a 'like' after posting a funny video online
- Having a Snapchat or Instagram account
- Having to play indoors at school because of bad weather
- Searching the internet to find something out

L.O: To understand the positive and negative consequences to being in an online community.

Sort the following into three categories; 'Safe', 'Unsafe' and 'I'm Not Sure

**EASIER STATEMENTS:**

- Sending a picture of yourself to your Mum/Dad/ Gran
- Texting a happy emoji to your friend
- Sending someone an unkind message
- Snap chatting with someone you don't know
- Watching a children's TV programme online that a trusted adult has found for you
- Playing a puzzle game online and answering a message from somebody else
- playing who you don't know
- Posting your phone number online so anybody can see it
- Joining in with something online that someone says is a secret

**THINKING DEEPLY STATEMENTS:**

- Playing a computer game with a 16-age limit
- Joining a social network about a favourite sport or hobby
- Sending a picture of yourself in your underwear
- Joking about someone's appearance in a text
- Making your gaming username and personal details public
- Keeping an online 'streak' with a friend going for 200 days or more
- Posting a funny video of a cat playing the piano on Youtube
- Chatting live to an online gamer who has just joined in with your game
- Agreeing to have a private chat with someone online

L.O: To understand the positive and negative consequences to being in an online community.

Quiz! - You can complete this independently or with a family member. The answers don't need to be written down (but you can if you want).

L.O: To understand the positive and negative consequences to being in an online community.

- 1). How old does someone have to be to drive a car on the road?
- 2). How old does someone have to be to own a mobile phone?
- 3). How old does someone have to be buy fireworks without an adult?
- 4). How old does a person have to be before they can join the army?

L.O: To understand the positive and negative consequences to being in an online community.

5). How old does someone have to be to buy a computer game with an 18 warning on it?

6). How old does someone have to be to get a part-time job?

7). How old does a person have to be to buy an alcoholic drink without an adult?

8). How old does a person have to be to get married?

L.O: To understand the positive and negative consequences to being in an online community.

9). How old does a person have to be to send a text message on a mobile?

10). How old does a person have to be to fly a plane?

11). How old does a person have to be to be able to go to court and face criminal charges?

12). How old does a person have to be to buy a national lottery ticket?

L.O: To understand the positive and negative consequences to being in an online community.

## Answers:

- 1). There may be different age limits in different countries, but in the UK it is 17.
- 2). No age limit
- 3). There may be different age limits in different countries, but in the UK it is 18.
- 4). Again, this may be different in different countries, but in the UK it is 15 years and 9 months.
- 5). From 18 years of age.
- 6). In the UK it is 13 years old, but this may be different in other countries. To work part-time in a shop a person must be 14 years old.

L.O: To understand the positive and negative consequences to being in an online community.

## Answers:

7). In the UK this is 18, but other countries may have different rules.

8). In the UK this is 16 with parental consent. This may be different in other countries.

9). No age limit

10). In the UK this is 17 years old.

11). In the UK this is 10 years old.

12). In the UK this is 16, but other countries' lotteries may have different age limits.



L.O: To understand the positive and negative consequences to being in an online community.

## What is the purpose of having an age-limit?

Age limits are often in place so that people are responsible enough to do the things at a certain age, to protect young people from doing things before they are considered mature enough.

L.O: To understand the positive and negative consequences to being in an online community.

## Possible questions to discuss or answer:

- What is being responsible?
- Would it be fair to let a 3 year-old play a computer game with an 18 age limit? Why not? Is that responsible?
- Do we have to be responsible when we are online or when we use a mobile phone? Can the children give examples of responsible behaviour online/ phone use?
- What are some of the risks about using a mobile phone/ being online?
- Do the children think there should be a minimum age for owning and using a mobile phone or going online?
- Do they think that Snapchat or Instagram should have an older age-limit (currently 13)?
- What should they do if something doesn't feel 'right' when they are online or using a mobile phone?
- What about if someone has asked them to do something they feel uncomfortable/ frightened about?

L.O: To understand the positive and negative consequences to being in an online community.

Task: Answer the following question with your personal opinion and explanation.

Should there be an age limit before someone can own a mobile phone and/or go online unsupervised?

**Thinking Deeply Challenge:**

Interview one/some family members on their opinion to this question.

# Creative Learning Opportunities

1 hour

# Choose an activity to complete in this time. Create a journal to keep track of the activities you have done.

## Creative Learning Opportunities:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ1NzQ1NzYzMDJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ4NjlzMDQ5MjJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2NTM5NTM2MzRa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NzM3MTQ3OTEwNzNa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjEzODc1MTUwMDVa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTQyNjQzNzk3MDFa/details>

Create your journal using the slides created here:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NzQzMDgyNTE1ODRa/details>

# PE

30 mins to 1 hour

# Real PE

The website address is: [home.jasmineactive.com](http://home.jasmineactive.com)

Parent email: [parent@whyteleafe-1.com](mailto:parent@whyteleafe-1.com)

Password: whyteleafe

Login and access the daily and weekly guidance for PE at home

# Fitt In

Website : [https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf\\_3=g95](https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf_3=g95)

Username : [whyteleafeprimary@fitt-in.co.uk](mailto:whyteleafeprimary@fitt-in.co.uk)

Password : WPS2020HomeUserA1F

Login and access lots of videos and resources to do PE at home