

Tuesday 28th 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

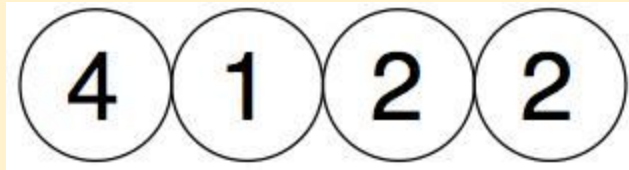
20 minutes

Daily Maths Learning

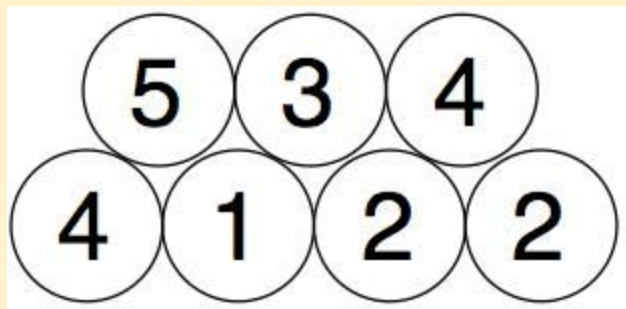
40 minutes

Build it up

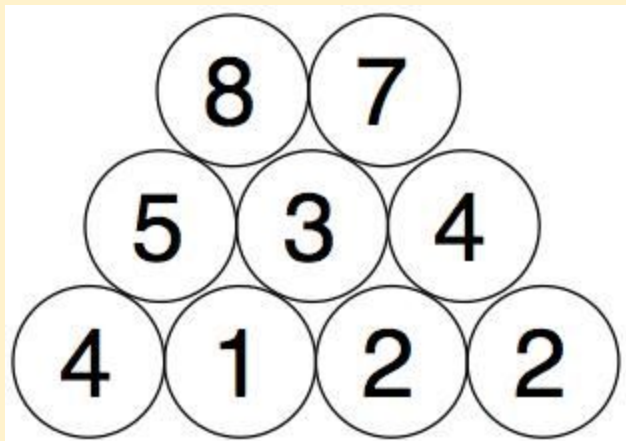
We start with any four numbers (not zero!):



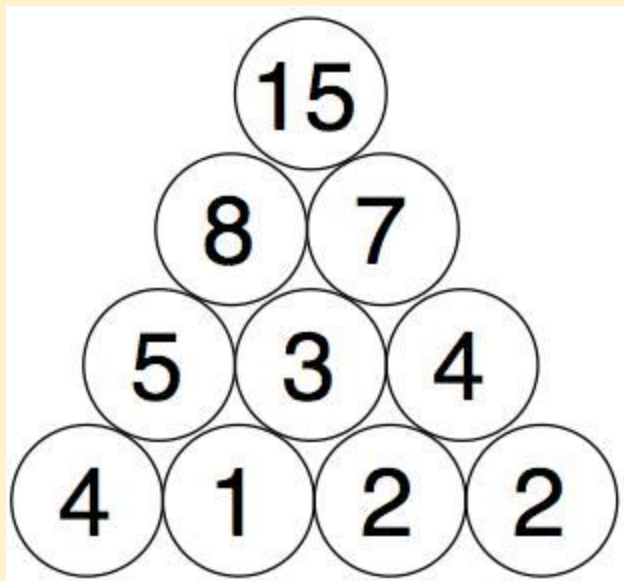
We then add them in pairs and place the total above them:



And we then add in pairs the new numbers we just got:



We do the same with those two numbers to get our final number:



You need to find four starting numbers to place at the bottom so that when you get to the top it's 15 each time.

Try to find as many starting four numbers as you can.

Think about good ways to do this. Maybe use a system!

Here's a pdf version of this task: [BuildItUp.pdf](#)

Possible Answers → bottom row

4, 1, 2, 2

1, 3, 1, 2

5, 1, 2, 1

6, 1, 1, 3

2, 3, 1, 1

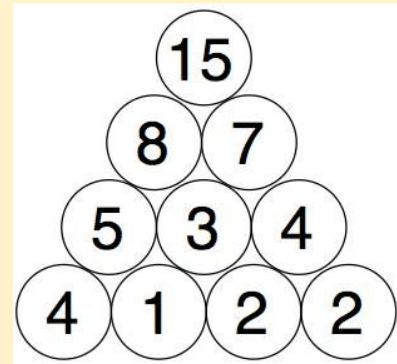
5, 1, 1, 4

1, 1, 1, 8

1, 1, 2, 5

2, 1, 1, 7

2, 2, 2, 1



What little change can you make to the rules to explore again?

What new ideas can you think of to make this different? Explore those!

Here is a brand new variation that has lots and lots within it to explore No longer 4 numbers at the bottom, but 7 and they are 1, 2, 4, 8, 16, 32, 64 build it up in the same way as before and when you've reached the top EXPLORE and CREATE other versions.

You may like to take a look at this follow-on activity: [Build it up More.](#)

GPS Practice

20 minutes

RULE: What a person **said** should start and end with speech marks.

What a person **said** should start with a capital letter and end with a full stop.

"X said" should always be followed by a comma if it is before what a person said.

Task: Write what each person said in the space below.

This is satisfying.



1. Mina

I know.



2. Kat

Look at this.



3. Alex

Example	Sam said, "Let me help."
1.	Mina said, "
2.	Kat said,
3.	Alex said,

Don't try to do your work on this document. Go to the handing in document.

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 punctuate speech
correctly.**

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LO: To identify different word classes in a text.

Take another look at the nursery rhyme: Sing a song of sixpence.

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.

What do you think the king would have said when he was given the pie?

Thinking deeply:

Who would serve a pie to a king?

What other character could you introduce?

LO: To identify different word classes in a text.

Imagine that the person serving the pie was a servant.

Write down a short conversation the king and servant could have about the pie.

Don't forget to punctuate the conversation correctly.

Success criteria:

*What a person **said** should start and end with speech marks.*

*What a person **said** should start with a capital letter and end with a full stop.*

"X said" should always be followed by a comma if it is before what a person said.

LO: To identify different word classes in a text.

Now think about what the queen and maid might say.

Write some imaginary speech for them.

Again remember to punctuate it correctly.

Thinking deeply:

Can you introduce some other characters for the queen and maid to talk to?

Wider Work - History

1 hour

L.O: To explain where the Anglo-Saxons came from and why they settled in Britain.

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L.O: To explain where the Anglo-Saxons came from and why they settled in Britain.

<http://www.primaryhomeworkhelp.co.uk/saxons/where.html>

Use the link above to read and discover where the Anglo-Saxons came from.



Task: Draw/create a map of the Anglo-Saxon journey to Britain.

Make sure your representation shows:

- Where they came from
- Where they went to
- How they travelled



Thinking Deeply Challenge:

Can you use your research skills to provide exact information of their journey?

E.g. How long would it have taken them?
Where would they have sailed to?
How did they reach their final location?
How many Saxons travelled at once?

L.O: To explain where the Anglo-Saxons came from and why they settled in Britain.

<http://www.primaryhomeworkhelp.co.uk/saxons/why.htm>

Use the link above to read and discover why the Anglo-Saxons came to Britain.



Task: Represent the reasons why the Anglo-Saxons may have settled in Britain.

Your representation could be in the form of:

- A labeled drawing
- A diary entry from a Saxon
- A story map using images and words
- A storyboard with a caption for each image

Thinking Deeply Challenge:

Can you include the following words in your representation?

warriors, historian, invader, settlement

L.O: To explain where the Anglo-Saxons came from and why they settled in Britain.

Reminder: if you are completing the 'Thinking Deeply' challenges, remember to make it clear by giving it a subheading and using green.

Creative Learning Opportunities

1 hours

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

Parent email: 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

Username : whyteleafeprimary@fitt-in.co.uk

Password : WPS2020HomeUserA1F

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