

# Tuesday 30th June 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

# A message from TT Rockstars ...

We got in touch with GUINNESS WORLD RECORDS about how fast some of our times tables rockers are getting. After some conversations they have created a new title - "the highest score achieved on 'Times Tables Rock Stars in one minute!'"

To make an Official Attempt, players need to record a video of themselves achieving their highest score in the Studio\* and send the video to [support@mathscircle.com](mailto:support@mathscircle.com) by 23:59 UK time on 4th June 2020.

\*Studio games go up  $12 \times 12$  and include corresponding division facts.

# Daily Maths Learning

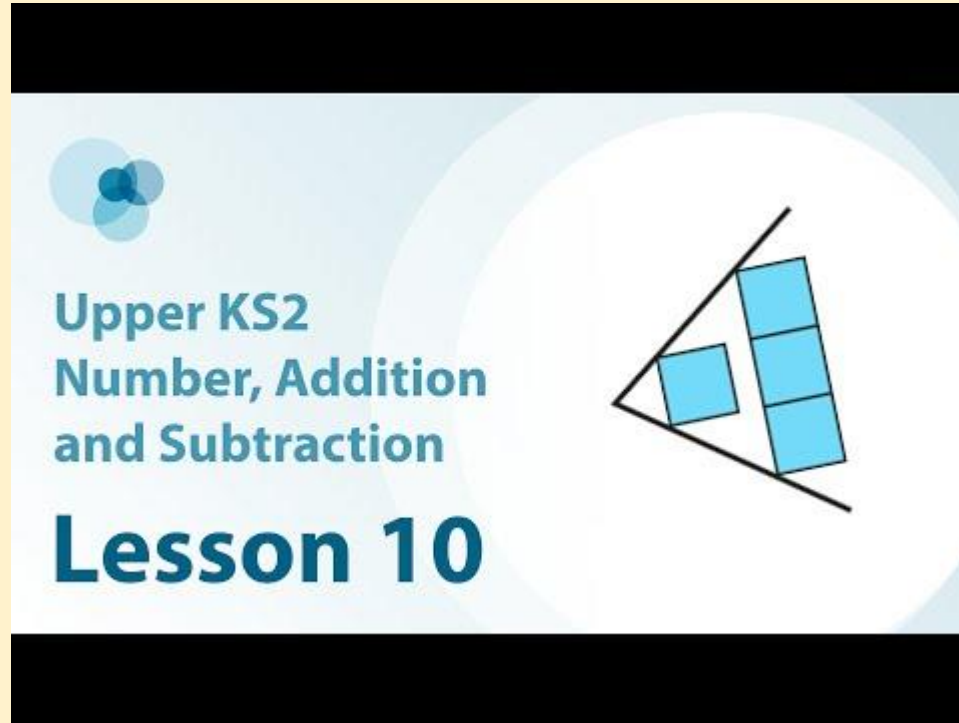
40 minutes



**MATHS**

# Lesson 10: Finding an unknown addend when the sum is changed

For this lesson you will need a piece of paper, pencil and a ruler.



The image shows a title card for a lesson. It features a light blue background with a large white circle in the center. To the left of the circle is a logo consisting of three overlapping circles in shades of blue. The text on the card reads: "Upper KS2 Number, Addition and Subtraction Lesson 10". To the right of the text is a diagram of a triangle with a vertical line through it, and several blue squares of different sizes are placed within the triangle, representing a geometric or mathematical concept.

Upper KS2  
Number, Addition  
and Subtraction  
**Lesson 10**

Keep the notes that you make in the lesson today. Tomorrow you will review them before beginning your new learning.

# Quiz

Open the quiz on Google Classroom and complete the questions for lesson 10.



# Reading

20 minutes

# The Arabian Nights

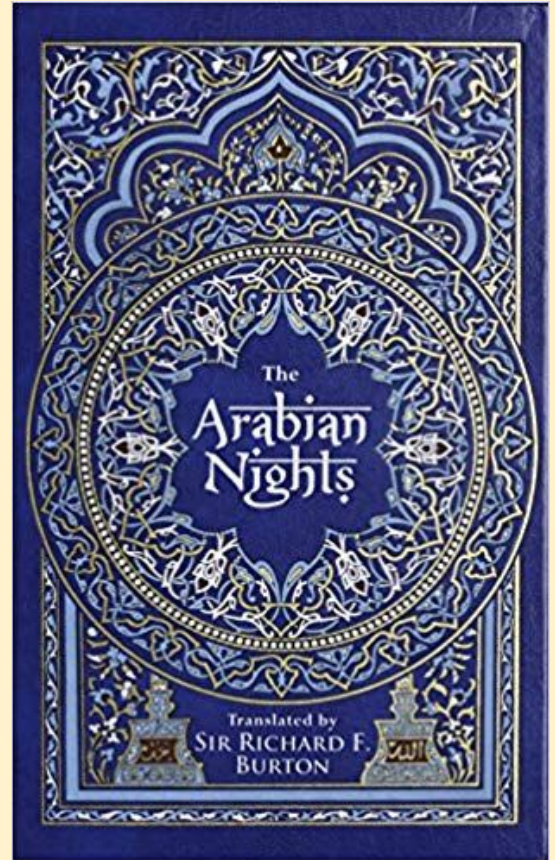
Listen and read along with  
Miss Lander

Use the text to help you  
answer today's **retrieval**  
questions.

# Retrieval:

1. What did Sinbad and his men eat as they walked to the monster's castle?
2. What did Sinbad see when he first entered the castle? Draw your answer.
3. Who did the monster kill? Why?

Answer the questions  
on the Google Form  
provided.



# Daily English Learning

40 minutes

**LO: To write effective  
sentences for our adventure  
story.**

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Watch this advert and write down adjectives to suit the images and atmosphere.

<https://www.youtube.com/watch?v=269fwv-l-1I>



Plot Point 1  
**Porsche**  
**showroom**



# Steps to success for this lesson

- Powerful adjectives
- Question
- Interesting dialogue

This is a Porsche showroom...



# Add your adjectives to this adjective bank

- **Powerful**
- **Beautiful**
- **Sleek**
- **Smooth**
- **Glossy**
- **Aerodynamic**
-

See if you can add prepositional phrases of your own to these examples. These are to open sentences about the showroom.

- In front of them...
- There in the distance...
- Next to the entrance...
- Right beside the window...
-

Now, you need to think of some 'temptation' phrases. These are phrases that make someone want to do something. See if you can add your own to these examples.

- Luring us in
- Ripe for the picking
- Drawing us closer
- Beckoning us in
-

You're going to create your own complex sentence, beginning with one of your **prepositional phrases** and including a **colon**, **adjectives** and a **'tempting' phrase**.

**This is the starting sentence for you to follow on from:**

We found ourselves near the world-famous waterfront, looking in the window of the Porsche showroom.

**My modelled complex sentence example to follow on is:**

**Close to the entrance** was an **absolute** beauty: **shiny** and **glossy**, **sleek** and **powerful**, **tempting us in**.

Close to the entrance was an absolute beauty: shiny and glossy, sleek and powerful, tempting us in.

So altogether, it would look like this:

We found ourselves near the world-famous waterfront, looking in the window of the Porsche showroom. Close to the entrance was an absolute beauty: shiny and glossy, sleek and powerful, tempting us in.

Now it's your turn to write the complex sentence:

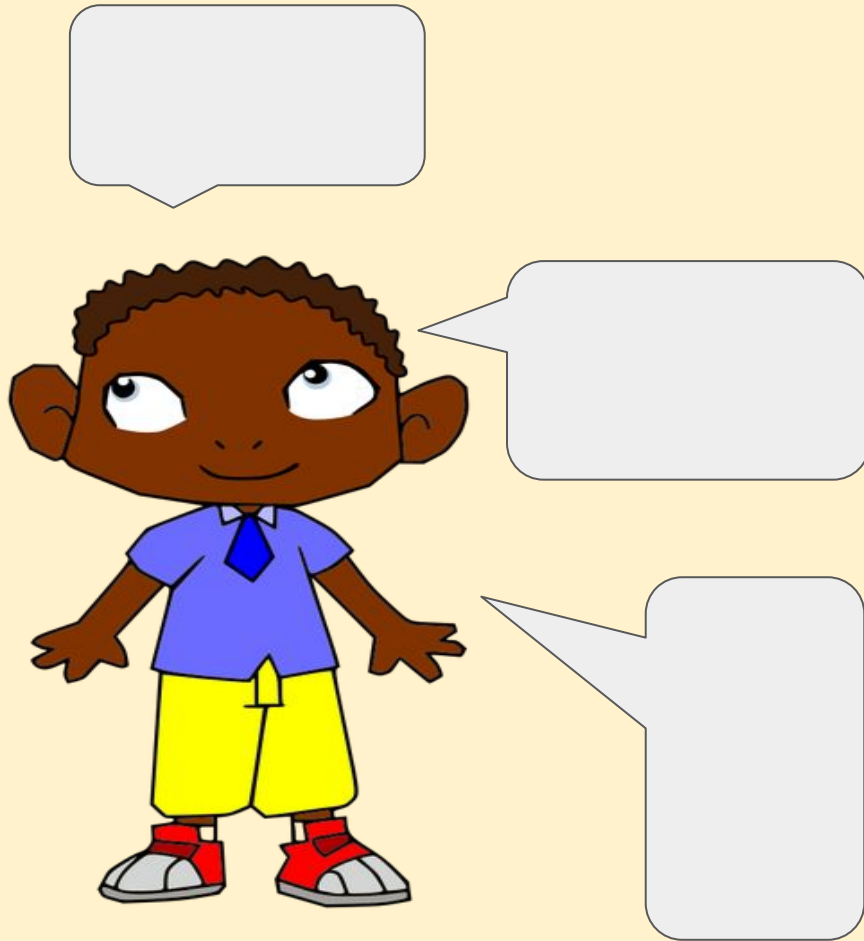
We found ourselves near the world-famous waterfront, looking in the window of the Porsche showroom.



This is Liam...



Liam adores fast, sleek, sports cars just like the Porsche 911. He is often glued to formula one racing programmes on his laptop and would love to be an ace racing driver one day. He's been lucky enough to go on a go-karting race track and thought the thrill of zooming at top speed was the best experience of his life.



In the speech bubbles, write down questions that Liam might ask himself in the car showroom.

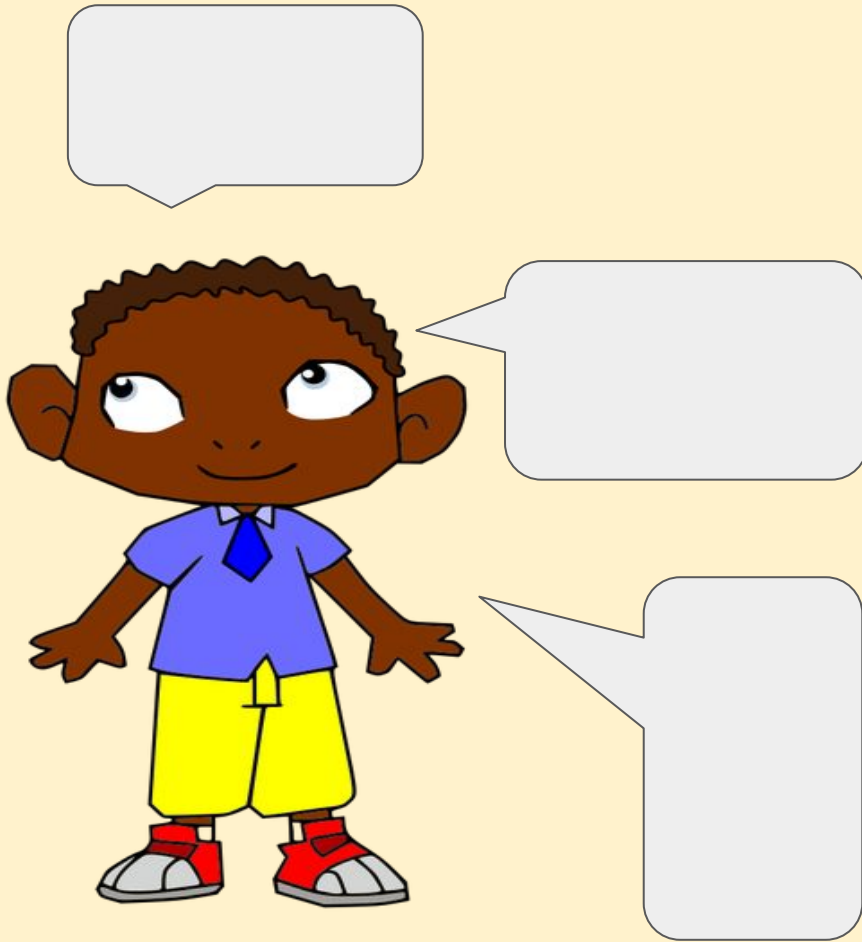
Remember that question starter words are:

**are, will, could, would, should, is**

Examples could be:

Should we sit inside it?

Is it locked?



Liam also wants to say something grown-up. What might he say? Write his grown-up questions in these speech bubbles.

Think about using the words **colours** and **finance**.



Now, turn what you have written in the speech bubbles into dialogue.

E.g. Straight away, the salesman approached us and said, “I admire your taste.”

I thought I should say something grown-up, so I took a deep breath and replied, “I’d like to test drive this one please.”



You can use this starter sentence, just like I did, and then write your follow-on sentence with dialogue. Or you can write both sentences on your own.

**Straight away, the salesman approached us and said, “I admire your taste.”**

Going to the showroom was a key moment for Liam.



Plot Point 1  
**Porsche  
showroom**

Do you think this was a high or a low key moment for Liam?

Write down your answer here:



Plot Point 1  
**Porsche  
showroom**

# Word of the Week

5 minutes



Round of applause for this week's word:

plagued



**Look up the meaning of the word plagued and write it here:**

**Which word class(es) does it belong to?**

**How does it compare with what you thought it meant?**

# Wider Work - History

1 hour

L.O: To compare and contrast  
Viking and Saxon life.

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# L.O: To compare and contrast Viking and Saxon life.

Recap on your understanding of Viking and Saxon life using the following links.

Write notes to help you with your task today.

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82>

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>

<https://www.bbc.co.uk/bitesize/guides/z8f4mnb/revision/2>

<http://www.localhistories.org/saxonlife.html#:~:text=Everyday%20life%20in%20Anglo%20Saxon,their%20followers%20gifts%20like%20weapons.&text=Below%20them%20were%20a%20class%20of%20slaves%20called%20thralls.>

<https://www.q-files.com/history/vikings/everyday-life-in-viking-times/>

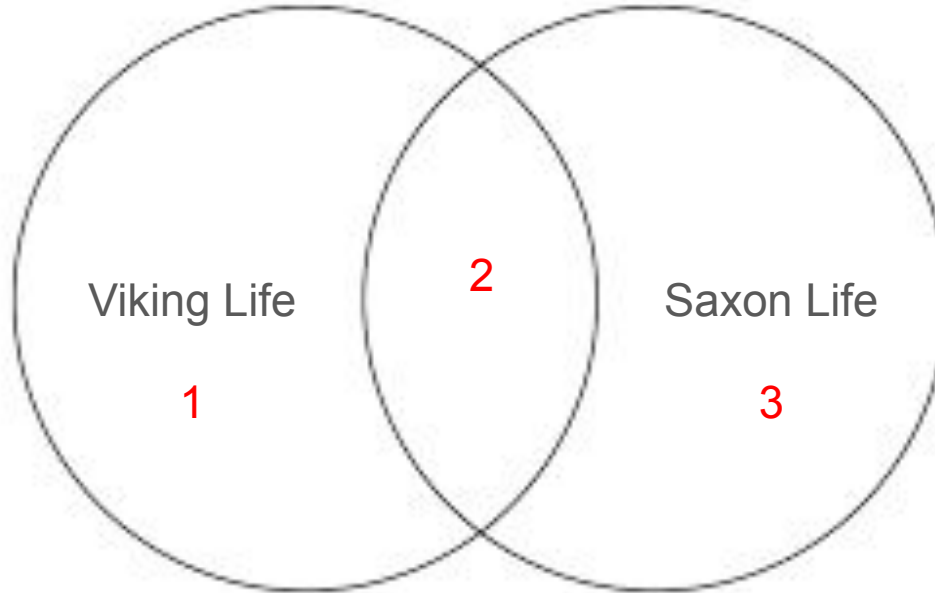
**L.O: To compare and contrast Viking and Saxon life.**

Using the information you know about the lives of Vikings and Saxons, identify some similarities and differences.

Have a think and make some notes to help you with the task.

L.O: To compare and contrast Viking and Saxon life.

Use the information you have found to complete your venn diagram.



Find at least 2 pieces of information to go into each part of the diagram.

# L.O: To compare and contrast Viking and Saxon life.

On the following page is a list of artefacts and conduct your own research to find if they would have been used by Vikings, Saxons or both.

Write the artefacts in the new Venn Diagram.

**Thinking Deeply Challenge:**

Find images of the artefacts to add to your diagram.



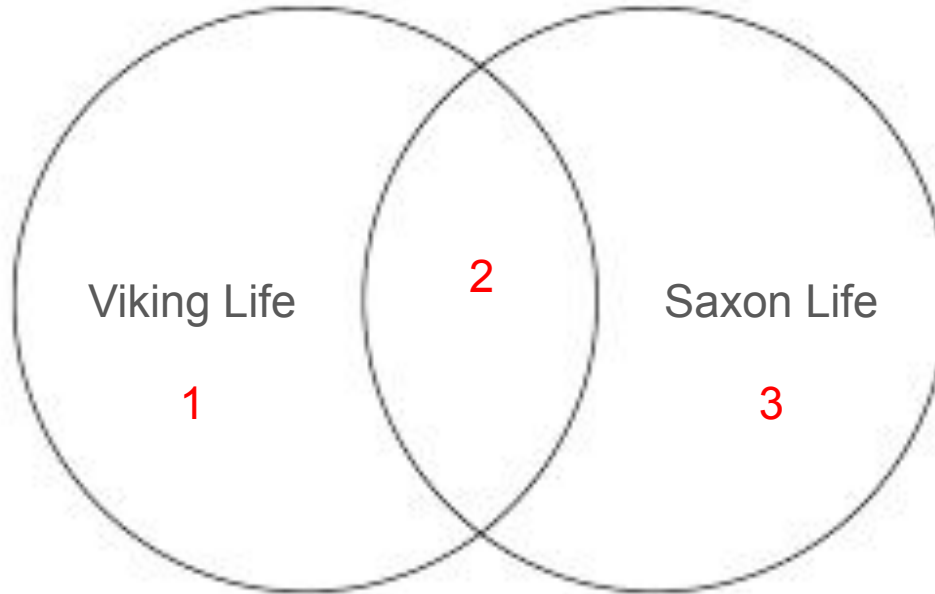
# L.O: To compare and contrast Viking and Saxon life.

Artefacts:

- Coins
- Cups and bowls
- Helmet
- Houses
- Ship
- Axe
- Jewellery

L.O: To compare and contrast Viking and Saxon life.

Use the artefacts you have researched to complete your venn diagram.



**Thinking Deeply**  
**Challenge:**

Do you think the artefacts in the middle section will look the same for Vikings and Saxons?

# 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](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