Please make sure that any work completed is kept safe and sent to me on a daily basis. I will then look through it and let you know how you got on and help you if you need it ☺

Another day closer to when we can all be back together! How are you all getting on? I am loving the lighter evenings and am looking forward to seeing all the flowers coming out soon.

DON'T STOP UNTIL YOU'RE PROUD

Session 1- Reading- we are still using the picture today, but we are focussing on the text. Please can you re-read the text first so that you are familiar with it. If you would like to see the picture again, open the learning from yesterday.

READ ALL ABOUT IT: Genius Inventor Discovers New Way To Travel!

A new and innovative way to travel has this very week been invented by London based inventor, Samuel Diggle. Is it a bird? Is it a plane? No – it's the magnificent eco-friendly flying machine 'Zepper 2016'!

For years, scientists and inventors have been striving to 'scratch' the current global 'itch' that is sustainable and eco-friendly energy. This could finally be it! Diggle's new creation is not only cheap to construct, but relies solely upon natural energy sources! When interviewed yesterday morning on national television, Diggle delightedly spoke of his invention: "I believe I really am the most extraordinary man on the planet! My invention will change the way people travel, and change the way the world works. Sustainable energy, reduced carbon emissions and cleaner travel! I'm very proud of myself, and certainly can't wait to see people using the Zepper 2016 in their everyday lives!"

Time will tell whether Diggle's self-proclaimed brilliance is indeed brilliant, or whether it is, in fact, a load of 'hot air'!

Please answer the following questions:

Question time!

Why has Samuel Diggle designed the Zepper 2016? What global problems was he trying to solve?

Do you think these problems are real? Are we addressing them?

What do you think about the Zepper 2016? Could you see something like this in our skies?

Is it better or worse than what we already have?

What do you think the positives and negatives of the Zepper 2016 are?

Write a rhetorical question about the Zepper beginning
with each of the words below.

Why_____?

What_____?

When? _____?

English- We are carrying on with our book we started yesterday - I hope you liked it!

Please start where we left yesterday and carry on until you get to 9:14 (just when she has said 'cake!').

https://www.youtube.com/watch?v=OKZC3CQjjWg

The next line she reads says this:

'I've discovered something better than cake."

"No you haven't," said the boy.

"I have," replied the mole.

"What is it?"

Please can you finish this sentence, what do you think it is going to be?

……

Why do you think this?

……

……

Now you can continue listening and see what is was! Did anyone get it right?

You do not need to listen to anymore today; I have another activity for you.

Below you will say 6 different cards. I would like you to order them into a triangle. At the top, you must have the one you think is most important, and near the bottom, the ones that you think aren't so important. This requires some thinking! Set out like this…
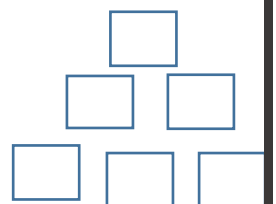
Doing what is honest	Doing what is loyal	Doing something to make the other person feel better even if it hurts someone else
Keeping to your word	Doing what is safe (e.g. not keeping a secret if someone might get hurt)	Doing something you don't want to do, but its right

Your final activity in English today:

This is the next picture in the book:

I would like you to look at the picture carefully and think of three different quotes you would write for this page if you were writing this book;
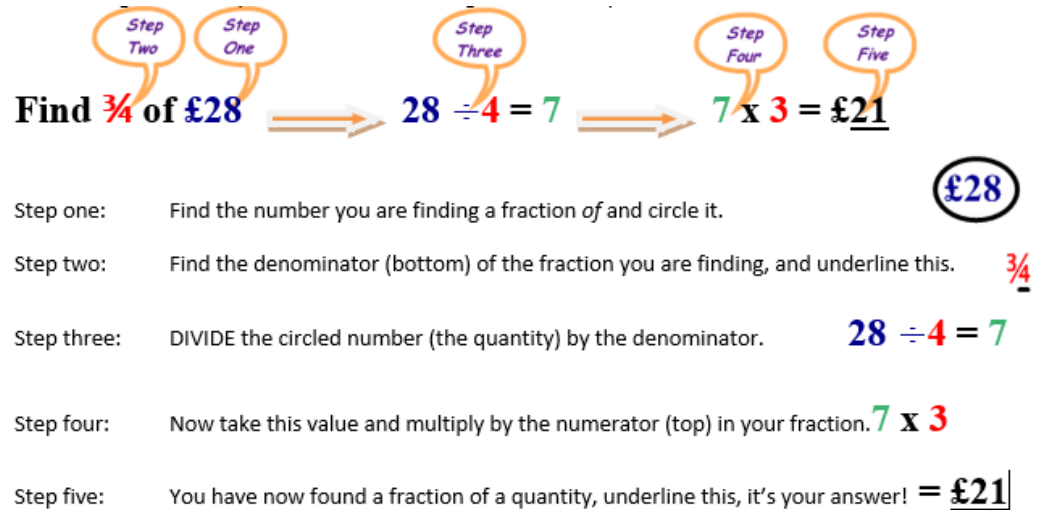
1.

2.

3.

Brain Break- time outside in the garden or doing something on the 'Things to keep Active' document.

Session 2- Maths Basics: In maths basics today, we are recapping how to find a fraction of an amount as I have realised that quite a few of you are forgetting how to do this in our Monday Maths Quiz.

Here are the steps that you need to take:

Find ¾ of £28 ⟶ 28 ÷4 = 7 ⟶ 7 x 3 = £21

Step Two · Step One · Step Three · Step Four · Step Five

Step one: Find the number you are finding a fraction *of* and circle it. (£28)

Step two: Find the denominator (bottom) of the fraction you are finding, and underline this. ¾

Step three: DIVIDE the circled number (the quantity) by the denominator. 28 ÷4 = 7

Step four: Now take this value and multiply by the numerator (top) in your fraction. 7 X 3

Step five: You have now found a fraction of a quantity, underline this, it's your answer! = **£21**

Using those steps, try answering these:

Find ⅝ of 48cm ⟶ 48 ÷8 = ⟶ x 5 = __cm__

Step Two · Step One · Step Three · Step Four · Step Five

Find 4/7 of 63kg ⟶ ÷ = ⟶ x = __kg__

Find 2/9 of £300 ⟶ ÷ = ⟶ x =

Find ⅜ of 128m ⟶ ÷ = ⟶ x =

Find 5/12 of £600 ⟶ ÷ = ⟶ x =

Find 7/11 of 60.5m ⟶ ÷ = ⟶ x =

Find 7/8 of 52kg ⟶ ÷ = ⟶ x =

Maths-

Quick warm up:

Complete the number squares below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74		76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124		126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174		176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	

Do you notice anything about the 2 patterns?

Today we are learning to find a percentage of a number. **Please watch my video on dojo explaining how we do this.**

We are going to start by just finding 10%:

When we are finding 10%, we are just dividing by 10!

1. 10% of 413 = _____

2. 10% of 4 = _____

3. 10% of 237 = _____

4. 10% of 615 = _____

5. 10% of 2 = _____

6. 10% of 72 = _____

7. 10% of 7 = _____

8. 10% of 59 = _____

9. 10% of 1 = _____

10. 10% of 651 = _____

11. 10% of 347 = _____

12. 10% of 86 = _____

13. 10% of 21 = _____

14. 10% of 188 = _____

15. 10% of 29 = _____

Using what we have just learnt, please try these. Make sure you have watched my video, or this might be tricky.

1: 50% of 60 =

2: 40% of 40 =

3: 10% of 50 =

4: 10% of 40 =

5: 60% of 50 =

6: 30% of 60 =

7: 10% of 30 =

8: 40% of 30 =

9: 20% of 10 =

10: 40% of 20 =

11: 40% of 10 =

12: 50% of 10 =

13: 40% of 50 =

14: 50% of 50 =

15: 60% of 20 =

Need challenging?

Complete the missing numbers.

50% of 40 = ___% of 80

___% of 40 = 1% of 400

10% of 500 = ___% of 100

Use <, > or = to complete the statements:

60% ◯ 0.6 ◯ $\frac{3}{5}$

0.23 ◯ 24% ◯ $\frac{1}{4}$

37.6% ◯ $\frac{3}{8}$ ◯ 0.27

Order from smallest to largest:

| 50% | $\frac{2}{5}$ | 0.45 | $\frac{3}{10}$ | 54% | 0.05 |

Four friends share a pizza. Whitney eats 35% of the pizza, Teddy eats 0.4 of the pizza, Dora eats 12.5% of the pizza and Alex eats 0.125 of the pizza.

Write the amount each child eats as a fraction.
Who eats the most? Who eats the least? Is there any left?

Lunch- make sure you stop for a lunch break!

Session 3-GPS: We are just checking that we haven't forgotten how to use inverted commas correctly. We looked at this the other week, so I am sure you remember all of the rules. Please have a go at correcting these.

<u>Warm up:</u>

"Pick your clothes up off your floor " complained mum.

"What is that behind you " asked Alex with a wobbly voice.

"Let's get out of here " squealed Jack.

"I hope we're in the same room Sharon " whispered Julie excitedly.

Now have a go at these (you don't need to write out the passage, just add in the punctuation).

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

Don't know why you went and got yourself the lead part anyway he said Just means you have to learn more lines than anyone else and actually sing instead of just pretending to He fished my cap from underneath the art trolley and plonked it back on my head so hard that it was wedged right over my eyes Plus you're wearing tights

They're leggings I said yanking the cap up not tights Usually I didn't get that tingly feeling before a performance until I was just about to go on stage Not today; my head was already spinning

You In tights In front of all those people Unbelievable

Daily menu! – This is something new this term! Do you remember that we had a few days on times tables last term? That was to launch this new daily menu. This is a 5 minute slot where we just focus on our times tables. Have a look below at what is on the menu:

Which times table?	What do we do?	How do we let you know how we have done?
Please just focus on the 8 times table today. It is important that you just do the 8's (even if you think you can already do them).	We already know that 6 X 8 = 48 What other facts do we know using just that calculation? (we did this a lot in class, but if you have forgotten, see below). I have posted my WAGOLL from last week to remind you the sort of thing I am looking for.	You will message me on dojo or post on portfolio a picture of all of your different calculations. I would like at least 20; most of you should aim for much more.

This is just a few to remind you! There are plenty more that you can think of ☺

RE

Learning question: **What do Humanists value?**

Taryn and her family are going to share with you what they value.
**Read** what they say to help you answer the question 'What do Humanists value?'

I do not believe in an afterlife, so this life is everything to me. We should find what makes us happy and make the most of our lives. We should also try to help others to do the same.

For me, freedom is one of the most important things in life: freedom to live my life however I wish, as long as I do not cause harm to others. All human beings have the freedom to find their own way to make their lives feel meaningful.

The most important thing in life is forming good friendships and relationships with others. The human community is also important, and we should remember that all human beings around the world are part of one extended family.
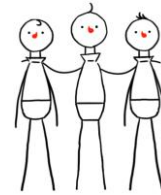
We are all part of **humanity** and part of the human story. We are all linked across time to our ancestors and our descendants. Human beings have made incredible **progress** and we should aim to help our children and their children continue that progress. That is the human spirit.

Human beings should celebrate the many intellectual and creative achievements of humankind, such as science, medicine, technology, art, music, and literature. We should try to make the most of our talents and abilities and be optimistic about what we might achieve in the future.
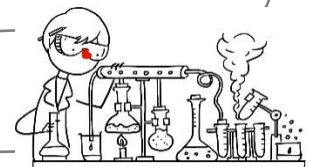
Humanists believe in a world that promotes democracy and human rights. We believe in the importance of equality and social justice. We should work to improve the quality of life for all human beings. Empathy can help me to see how I would like to be treated if I were in somebody else's situation. We should take care of each other.

I value the natural world around me. Without it we would not survive, and this world is the only one we have. It is a source of beauty and wonder, and we should take care of it.

I value our curiosity and our capacity to ask questions. By looking for evidence, and thinking carefully about the answers, we have been able to discover so much about our world and ourselves and have been able to improve the quality of our lives.

'What do Humanists value?'
Make a list of all the things that are important to Humanists.

Challenge - Design a humanist building (this can be done on the computer or on plain paper)

Humanists have no special places of worship. Many take great pleasure in the wonders of the natural world and believe thinking about nature can also help them to recognise their place in the world.

Many also have great admiration for the many spectacular achievements of human engineering and architecture that can be found all around the world. They stand as symbols of what human beings are capable of.

Many humanists also value libraries, schools, colleges, hospitals, museums, sports facilities, council buildings, and parliamentary buildings as places of public value.

These buildings bring people together to learn, to play, to support each other, or to work for the common good. All of these are activities and goals that many humanists believe we should pursue.

Design a building that represents things that humanists value. Think about all the things you read and learned about Humanist values to help you design this building.

> What might that building be like?

> What would the building be for?

Look at these examples of buildings that reflect Humanist values.
What Humanist values can you spot in them?

Canada Water Library

Rooted in the ground and nature. Lots of natural light.
Accessible to everyone.
Encouraging aspiration and learning.


Telford Crematorium

The glass wall in the main assembly room allows mourners to gaze out at the surrounding natural landscape, to take comfort from it, and to feel at one with it.

Designs for a humanist retreat

Hannah Flory, Chris Gaunt, and John Cox, University of Liverpool

Reflection: Put up your hand. Touch your thumb and think of something you are proud of. Touch your next finger and say something you are worried about. Touch your middle finger and say something you want to do better. Touch your next finger and say something you are excited for. Touch your little finger and take a deep breath in and slowly let it out.

You are never too old to set another goal or to dream a new dream.
– C. S. Lewis
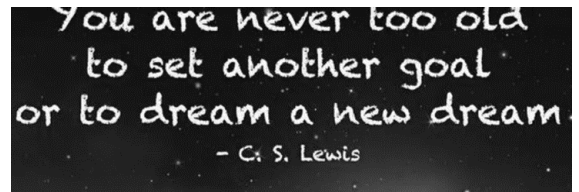
If your child needs more work and finishes the work quickly, please let me know as I am happy to set more. Similarly, please let me know if you have any concerns and questions as I will be on the end of dojo and my emails.