



Monday

Maths

**LO: To explore multiples and remainders**

I'm thinking of a number.

My number is both a multiple of 5 and a multiple of 6.

What could my number be? What else could it be? What is the smallest number it could be?

I'm thinking of a number.

My number is a multiple of 4, 5 and 6.

What could my number be? What else could it be? What is the smallest number it could be?

I'm thinking of a number that is 1 more than a multiple of 7.

My friend is thinking of a number that is 1 more than a multiple of 4.

Could we be thinking of the same number?

I'm thinking of a number that is 3 more than a multiple of 5.

My friend is thinking of a number that is 8 more than a multiple of 10.

Could we be thinking of the same number?

I'm thinking of a number that is 3 more than a multiple of 6.

My friend is thinking of a number that is 2 more than a multiple of 4.

Could we be thinking of the same number?

**Challenge:**

We know that:

- When 59 is divided by 5, the remainder is 4
- When 59 is divided by 4, the remainder is 3
- When 59 is divided by 3, the remainder is 2
- When 59 is divided by 2, the remainder is 1

**Can you find a number with the property that when it is divided by each of the numbers 2 to 10, the remainder is**

	<p><b>always one less than the number it has been divided by?</b>  <b>Can you find the smallest number that satisfies this condition?</b>  <a href="#">You could use this interactivity to help you test.</a></p>
Guided Reading	<p>LO: To create a vocabulary grid  Task: Read chapter 33. Choose 2 different words and put them into 2 vocabulary grids. Use the attached example or draw your own. Remember to include the word, word type, definition, word in context antonyms and synonyms.</p>
English	<p>L.O: To create a perfect lunch  At the end of the chapter Stanley finds that he only has sunflower seed left. He must be feeling very hungry and wondering when he will have his next meal.  Choose: Either create what you think would be Stanley's perfect meal or create your perfect meal. Draw it on a piece of paper and clearly label it.  Challenge: Can you make your perfect lunch? Do you have the ingredients at home to cook it?</p>
Humanities	<p><b><u>L.O: History - Historical Enquiry</u></b>  <a href="#">Archaeologists</a> dig up the ground and find things which people in the past have left behind. Often the things that tell us most about the past are things that people have thrown away - a Roman <a href="#">rubbish</a> dump can tell us a lot about how the Romans lived!</p> <p><b>Younger Children:</b>  With your mum and dad have a look through your recycling bin.</p> <ul style="list-style-type: none"> <li>• Choose three objects that you were throwing out.</li> <li>• Draw a picture of each one.</li> <li>• If an archaeologist was to find these objects in a hundred years time what would it tell them about your family? What could they learn about what your family liked to eat, wear or do?</li> </ul> <p><b>Older Children:</b>  Have a careful look through your recycling bin or household rubbish bin and choose up to 10 objects.</p> <ul style="list-style-type: none"> <li>• Divide your page in two, label one side 'Would survive' and one side 'Wouldn't survive'</li> <li>• Imagine your pile of objects has been thrown out and has been buried in the ground for 100 years. What would be left there for an archaeologist to discover in the year 2120? Write the name of the objects in the correct side (think about what material each object is made from to help you decide whether it would survive or not)</li> <li>• Look at the objects on the 'Would Survive' side. What would these objects tell an archaeologist about your family life if they dug them up? Think about the objects that would have not survived. What information would the archaeologist be missing?</li> </ul>

**Challenge:** Find out what the archaeologist Basil Brown discovered at Sutton Hoo.

**Tuesday**

Maths

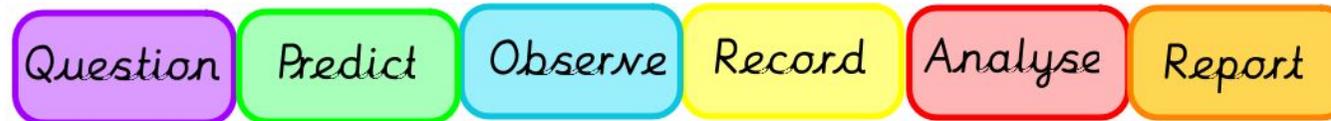
LO: To divide by 10, 100 and 1000  
Book: KS2 Maths SAT Buster Arithmetic  
Task 1: Complete page 9  
Task 2: [Dividing by 10, 100 and 1000 White Rose Tasks](#)  
Mathletics: 15 minutes  
TTRS: 15 minutes

English

LO: To put words into context  
Read this extract: *'The boat lay upside down, half buried in the dirt. Someone may have drowned here, he thought XXXXXX- at the same spot where he could very well die of thirst.'*  
Task: What could the word be that is covered with XXXXXX?  
What type of word must it be? Read around the sentence?  
Choose 6 different words that you think they could be, or use the example words given, and arrange them on a line from least likely to most likely. When you have done this read chapter 34 and see if you were correct.

Science

**L.O: How do plant leaves differ?**  
Look closely at different leaves? Think about how they differ and how they are similar.  
Place a leaf in a bowl of water. Put a small stone on the leaf so that the leaf sinks. Leave the bowl in a sunny place for an hour. Observe how there are tiny bubbles on the leaf. This is the leaf letting oxygen out of it.



**Younger/older children:** Sort the leaves into different groups. Eg. size, number of points or lobes. Can you spot any patterns as to which leaf belongs to which plant? Do the largest leaves belong to the largest plants?

**Challenge:** Research why some plants' leaves change colour in autumn? Can you spot any patterns in the leaf shape for plants that drop their leaves?

Can you grow a plant from your food?

<https://foodrevolution.org/blog/reduce-food-waste-regrow-from-scrap/>

Wednesday

Maths	<p>LO: To investigate prime and square numbers - <b>Two Primes Make One Square</b></p> <p>A prime number is a whole number greater than one that only has two factors. For example: 2, 3, and 5 are prime numbers. Can you identify all the prime numbers between 10 and 20? What about between 20 and 30? What about up to 100?</p> <p>A square number is the result of multiplying a whole number by itself. For example 16 is a square number because it can be written as <math>4 \times 4</math>.</p> <p>Miss Hodgson had a challenge for the other Year 6 teachers.</p> <p>She asked, "Can you make square numbers by adding two prime numbers together?"</p> <p>Mr Hingley had a thought.</p> <p>"Well, let me see... I know that <math>4 = 2 + 2</math>. That's a good start!"</p> <p><b>Have a go yourself. You could start by making a list of square numbers and a list of prime numbers. Is there a strategy that you could use to help you find all the square numbers that can be made using prime numbers. How will you present your findings?</b></p> <p>How was your approach similar or different to the Year 6 teachers?</p> <p>Miss Goodman said, "I made the square numbers out of cubes and tried taking a prime number of cubes away and seeing if it left a prime number of cubes."</p> <p>Mr Barret said, "I wondered whether noticing that 2 is the only even prime number was important."</p> <p>Mrs Yates said, "I listed the prime numbers up to 100 and then I listed the squares of the numbers from 4 to 20."</p>
Guided Reading	<p>LO: To read and infer from a text</p> <p>Task: Read chapter 35. What do you think 'Sploosh' is? Use the text to answer the question.</p>
English	<p>LO: To create a journey plan</p> <p>Task: At the end of chapter 35 it seems that Stanley is about to go on a journey. Imagine that you are about to embark on a journey. What things would you need for your journey? Make a list of all the things you would need using a colon to introduce your list and a</p>

semicolon to separate each item. For each item use an adjective to describe it so that you have a list of expanded noun phrases.

Art/DT

LO: to paint in the style of Georgia O'Keeffe



You will need:

Paper

A pencil

A flower (this can be any flower you like or even a picture of a flower)

Paints/colouring pens or pencils/oil pastels - watercolours work really well here if you have them.

1. Look very closely at your chosen flower - What shape are the petals? What does it look like in the middle? What colours do you notice?
2. Using a pencil draw your chosen flower onto your sheet of paper. Make sure it's really big and takes up all of the paper - some petals may go off the page and remain incomplete. This is just like Georgia O'Keeffe's work.
3. Paint your flower - make sure you add in the different colours you noticed on the flower.
4. Once the flower is dry you can paint the background (there shouldn't be too much background to paint as your flower should take up most of the page)

**Thursday**

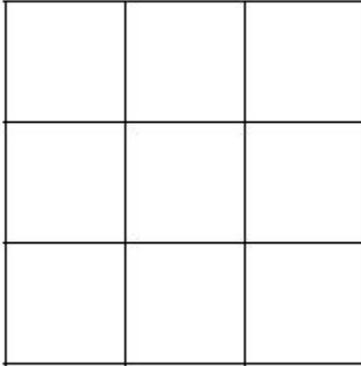
Maths

LO: To use multiples and factors

Book KS2 SAT Buster Arithmetic

Task 1: Complete pages 10, 11, 12

	<p>Task 2: <a href="#">Common Factors White Rose</a></p> <p>Mathletics: 15 minutes</p> <p>TTRS: 15 minutes</p>
Guided Reading	<p>LO: To state inferences after reading a text.</p> <p>Task: Read chapter 36. What impression do you get of the Zero? Use evidence from the text to support your answer.</p>
English	<p>LO: to create a bank of adjectives, verbs and adverbs to use in a setting description.</p> <p>Task: create a word bank for each of the word types above. How many different exciting words can you generate to use in your recount. It might help by generating all the different nouns that you might describe in the desert and taking it from there: desert, canteen, Big Thumb, shadow, lake.</p>
RE	<p>L.O: Trust</p> <p>Read the story of 'Elijah and the Widow' from the Bible - (1 Kings Chapter 17 vs 1 - 24) or listen to the story: <a href="https://www.youtube.com/watch?v=BNTlqy2YBo8">https://www.youtube.com/watch?v=BNTlqy2YBo8</a></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>● Draw pictures of all the people you trust and label them.</li> <li>● Create an acrostic poem using the word trust - consider what trust means in each line</li> <li>● Write a paragraph about the bible story explaining who showed trust in the story, who or what they trusted in and how that trust was proved to be true.</li> </ul> <p><b>Reflection</b> - Thank God for all the people in our school community, local community and global community who we trust to help us. Thank God especially for our trusted doctors and nurses at this time who have been caring for so many.</p>
<b>Friday</b>	
Maths	<p>LO: Exploring Symmetry</p> <p>Here is a 3 by 3 grid:</p>



How many lines of symmetry does it have?

How many lines of symmetry would it have if you shaded one square? What if you shaded a different square?

How many lines of symmetry would it have if you shaded a different square?

You could use a table like the one below to help you to record your findings

		Lines of symmetry				
		0	1	2	3	4
Shaded Squares	1					
	2					
	3					
	4					

For a printable set of grids you can use for this activity, please click [here](#).

Guided Reading

LO: Reading Comprehension  
 Task: Read chapter 37 and 38.  
 Complete the attached reading comprehension.

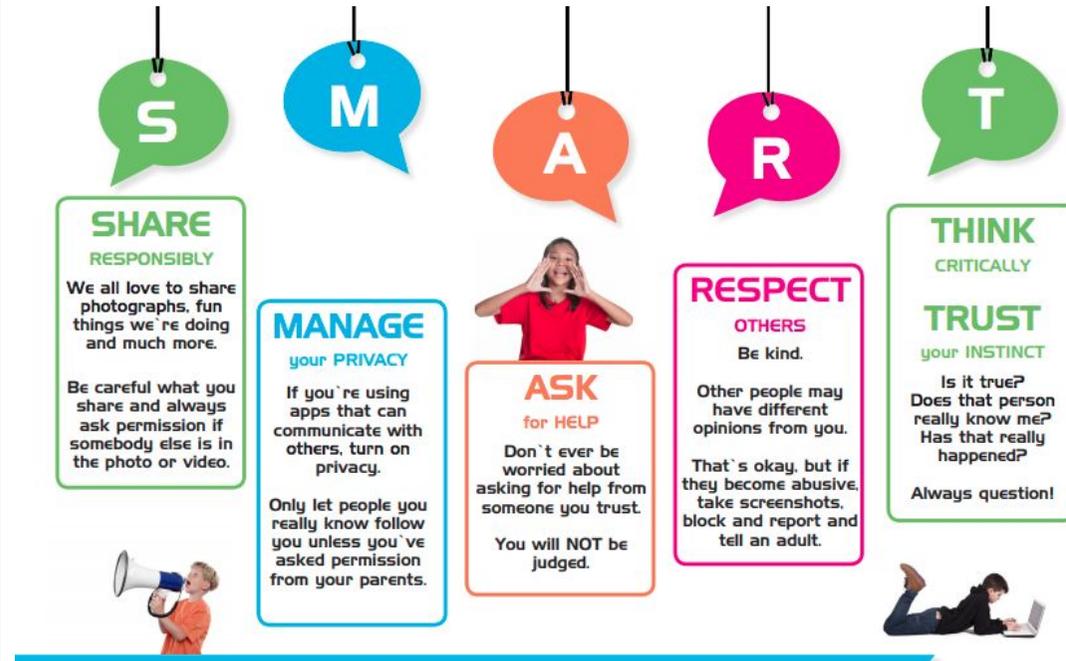
English

LO: To generate sentences using hyphenated adjectives  
 Task: What is a hyphen? How do we use a hyphen to link adjectives together? Watch the BBC bitesize video <https://www.bbc.co.uk/bitesize/topics/zywxnb/articles/zg8gbk7>  
 Look again at your word bank from yesterday.  
 Can you put together some of your adjectives to create some hyphenated adjectives that you can use in sentences?  
 Try to write 5 sentences with hyphenated adjectives to avoid ambiguity. Use the simple past tense and remember to include clear punctuation at the end of your sentences. If you are writing adjectives in a list ensure you use commas or semicolons.

Challenge: Can you write your sentences into the present tense? For example if you wrote in the past tense can you change it to the present tense.  
If you have a printer, you might want to print out the additional support and have a go playing the game.

PSHE

**Week 4: To explain how to use apps and the internet safely**



Read this poster and have a look at the different ways we can use the internet safely. Who do you need to speak to before you use the internet or an app? What do we use the internet for? What do we use apps for? What apps do you like to use and why?

**Younger children:**

Draw a picture of your favourite app or thing you like to do online and discuss with an adult how you use this safely.

**Older children:**

Create a rap or poem about internet and app safety.

**Challenge:**

Choose from the following scenarios:

You have a pop up when on an app that says

1. 'Click here and win an Ipad!!!'.
2. A person you don't know asks to chat on a game
3. A person you think you might know asks to chat on a game

What do you do? Discuss with an adult.