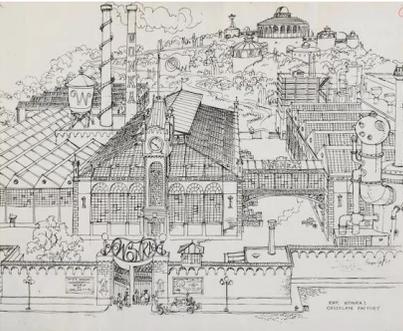




Monday

|                       |   |
|-----------------------|---|
| <p>Maths</p>          | <p>Arithmetic warm up sheet.<br/> <b>Learning objective:</b> add numbers<br/>                 If the letter A=1, B=2, C=3 and so on, find the value of your name! Try writing some different sentences and adding the numbers.</p>  |
| <p>English</p>        | <p><b>Learning objective:</b> Write a diary entry imagining you are Charlie on the day that he finds his golden ticket.<br/>                 How would you feel?<br/>                 You could</p> <ul style="list-style-type: none"> <li>• describe the places where the events happened</li> <li>• write in the past tense</li> <li>• talk about the important events</li> <li>• use some personal pronouns, such as 'I', 'my' or 'me'                         <ul style="list-style-type: none"> <li>● talk about feelings;</li> <li>● use 'before', 'next', and 'after' to show the order of events</li> </ul> </li> </ul> <p>You could Listen and Read to chapter 10 and 11 <a href="https://www.youtube.com/watch?v=9qEPITrGUow&amp;t=590s">https://www.youtube.com/watch?v=9qEPITrGUow&amp;t=590s</a></p> |
| <p>Guided Reading</p> | <p><b>Learning objective:</b> Compare and contrast Willy Wonka's Factory and Charlie Bucket's house. What are the differences and similarities?</p> <div style="display: flex; justify-content: space-around;">     </div> <p style="text-align: right; font-size: small;">Illustrations © Quentin Blake</p>   |
| <p>Humanities</p>     | <p><b>Week 4: History - Historical Enquiry</b></p>  |



**Archaeologists** 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 **rubbish** dump can tell us a lot about how the Romans lived!

**Younger Children:**

With your mum and dad have a look through your recycling bin.

- Choose three objects that you were throwing out.
- Draw a picture of each one.
- 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?

**Older Children:**

Have a careful look through your recycling bin or household rubbish bin and choose up to 10 objects.

- Divide your page in two, label one side 'Would survive' and one side 'Wouldn't survive'
- 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)
- 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?

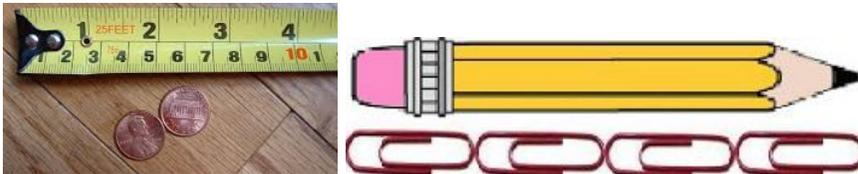
**Challenge:** Find out what the archaeologist Basil Brown discovered at Sutton Hoo.

**Tuesday**

Maths

Arithmetic warm up sheet.

**Learning objective: to measure:** Measure the length of five items in your house. You can measure using a ruler or a tape measure if you have one. Alternatively you can use paperclips, coins, pens or something similar to measure the items e.g. my cup is 23 paper clips long.



English

**Learning objective:** define words

On a piece of paper, create your own definition of what you think each word below might mean. Once you have written your definition down, check the meaning of the word in the dictionary. *Factory, shrunk, everlasting, pandemonium, dumbfounded, wretched, abide, flabbergasted, repulsive, morsel, ludicrous, loathe, bewilder*

|                |  |  |
|----------------|--|--|
| Guided Reading | <p><b>Learning objective:</b> create questions</p> <ol style="list-style-type: none"> <li>1. Imagine you are Charlie. Write down three questions you would want to ask Willy Wonka when he first appears in front of the factory.</li> <li>2. Now imagine you are Willy Wonka. Write your answers to Charlie's Questions.</li> </ol> |  |
|----------------|--|--|

| Science  | <p>Science Week 4: Skill Focus - Observing <b>Question: How do plant leaves differ?</b></p>  |   |   |  |  |  |         |        |
|--|--|---|---|--|--|--|---------|--------|
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%; text-align: center;">  </td> <td style="width: 40%;"> <p>Look closely at different leaves? Think about how they differ and how they are similar.</p> <p>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.</p> </td> <td style="width: 45%; text-align: center;">  </td> </tr> </table>  |  |   |  | <p>Look closely at different leaves? Think about how they differ and how they are similar.</p> <p>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.</p> |   |  |         |        |
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| <table border="1" style="width: 100%; margin: auto;"> <tr> <td style="background-color: #e6e6fa; border-radius: 15px; padding: 5px;">Question</td> <td style="background-color: #90ee90; border-radius: 15px; padding: 5px;">Predict</td> <td style="background-color: #add8e6; border-radius: 15px; padding: 5px;">Observe</td> <td style="background-color: #ffff00; border-radius: 15px; padding: 5px;">Record</td> <td style="background-color: #ffb6c1; border-radius: 15px; padding: 5px;">Analyse</td> <td style="background-color: #ffa500; border-radius: 15px; padding: 5px;">Report</td> </tr> </table>   |  |   | Question  | Predict  | Observe  | Record   | Analyse | Report |
| Question   | Predict  | Observe   | Record  | Analyse  | Report   |  |         |        |
| <table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: center;">Younger Children</th> <th style="width: 50%; text-align: center;">Older Children</th> </tr> <tr> <td>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?</td> <td>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?</td> </tr> </table>   |  |   | Younger Children  | 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? | 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?   |         |        |
| Younger Children   | Older Children   |   |   |  |  |  |         |        |
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| <table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: center;">Challenge</th> <th style="width: 50%; text-align: center;">About this type of Science</th> </tr> <tr> <td>Research why some plants' leaves change colour in autumn? Can you spot any patterns in the leaf shape for plants that drop their leaves?<br/>Can you grow a plant from your food?</td> <td style="text-align: center;"> <p><i>The main role of leaves is to produce food for plants through a process called photosynthesis. This takes in carbon dioxide from the air and releases oxygen back into the air. This is why increasing the number of plants and protecting forests is so important to help clean the air we breathe and reduce carbon dioxide.</i></p> </td> </tr> </table> |  |   | Challenge   | About this type of Science   | Research why some plants' leaves change colour in autumn? Can you spot any patterns in the leaf shape for plants that drop their leaves?<br>Can you grow a plant from your food?                   | <p><i>The main role of leaves is to produce food for plants through a process called photosynthesis. This takes in carbon dioxide from the air and releases oxygen back into the air. This is why increasing the number of plants and protecting forests is so important to help clean the air we breathe and reduce carbon dioxide.</i></p> |         |        |
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<https://foodrevolution.org/blog/reduce-food-waste-re-grow-from-scrap/>

### Wednesday

Maths

Arithmetic warm up sheet.

**Learning objective:** To add coins together      New Maths book: page 44

English

**Learning objective:** Imagine the room you are in is a room from Charlie and the Chocolate Factory. Describe it.



Guided Reading

**Learning objective:** Write lists of the verbs, nouns and adjectives in the extract below

‘An important room, this!’ cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. ‘*This* is the nerve centre of the whole factory, the heart of the whole business! And *so beautiful!* I *insist* upon my rooms being beautiful! I can’t *abide* ugliness in factories! *In* we go, then! But *do* be careful, my dear children! Don’t lose your heads! Don’t get over-excited! Keep very calm!’ My Wonka opened the door. Five children and nine-grown-ups pushed their way in – and *oh*, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river. What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were *enormous*, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks – weeping willows and alders and tall clumps of rhododendrons with their pink and red

and mauve blossoms. In the meadows there were thousands of buttercups

Art/DT

Week 4 - 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 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

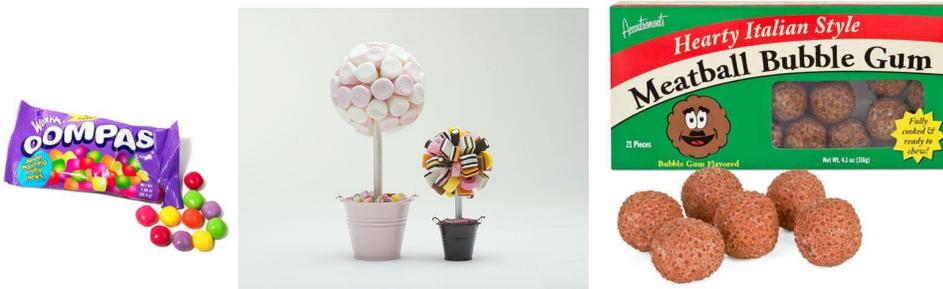
Arithmetic warm up sheet.

**Learning objective:** To revise 2D shapes and identify lines of symmetry

New Maths book : page 49

English

**Learning objective:** To create a list of ingredients and cooking instructions based on your sweet idea from last week.



You could include:

- The title of your creation
- A short introduction about it
- A list of ingredients and how much
- Numbered instructions
- Bossy verbs

Guided Reading

**Learning objective:** Write a blurb (the writing on the back page of the book) for Charlie and the Chocolate Factory

R.E

**Week 4: Trust**

|  |  |
|--|--|
|  | <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> |
|--|--|

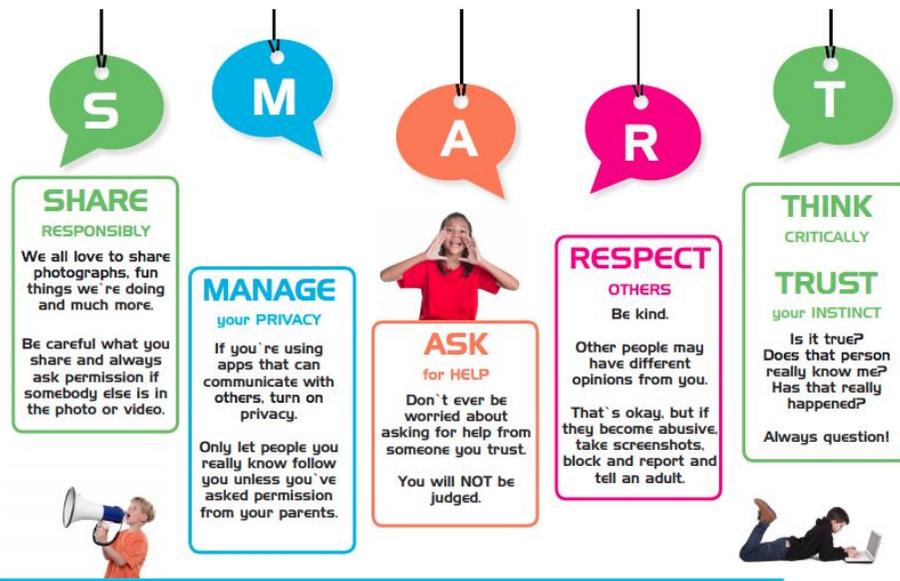
**Friday**

|              |   |
|--------------|---|
| <p>Maths</p> | <p>Arithmetic warm up sheet.<br/> <b>Learning objective:</b> To identify the properties of 3D shapes New Maths book : page 51</p> |
|--------------|---|

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|----------------|--|
| <p>English</p> | <p><b>You are walking in the countryside and come across a ladder in the sky.</b></p> <p><b>Possible genres:</b><br/> Story<br/> Travel/newspaper article<br/> Setting description</p> <p><b>Challenging ideas you may wish to explore:</b><br/> Exploration<br/> New worlds</p> <p><b>You could try to use:</b> Exciting story openers, imagery</p> <div data-bbox="907 638 1227 1034" data-label="Image"> </div> |
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|                       |   |
|-----------------------|---|
| <p>Guided Reading</p> | <p>Read your favourite book. Write three bullet points why you like it.</p> |
|-----------------------|---|

|             |   |
|-------------|---|
| <p>PSHE</p> | <p><b><u>Week 4: To explain how to use apps and the internet safely</u></b></p> |
|-------------|---|



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.