



Monday

Maths

Mystery Matrix

Have a look at this table square or matrix:

x	2	3	4	5
2	4	6	8	10
6	12	18	24	30
7	14	21	28	35
9	18	27	36	45

Can you see how it has been constructed?

Why are some numbers in black and some in red?

Can you explain why the red 6 is in that particular square?

Why is there a 45 in the bottom right-hand corner?

You will notice that the numbers 2 to 9 are used to generate the matrix and only one of these numbers is used twice (the 2).

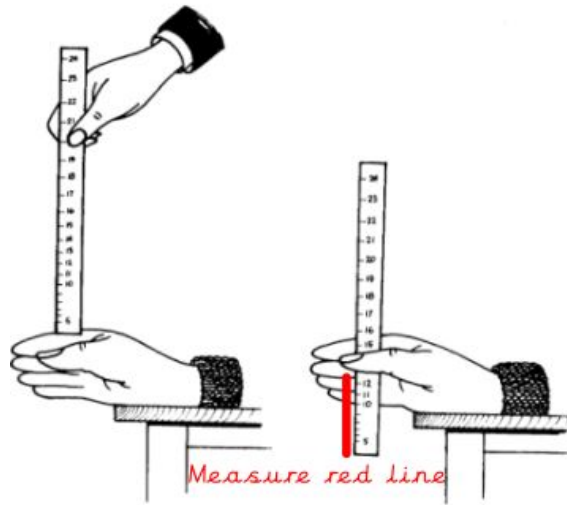
Can you fill in the matrix (table square) below?

The numbers 2 to 12 were used to generate it with, again, just one number used twice.

x					
	32		40		
				49	
		22			
	15				27
		24			
				42	

	<p>You might like to have a go at similar versions of this task using the interactivity linked here (scroll to the bottom).</p> <p>Once you've worked out what each heading must be, drag the purple numbers to the appropriate spaces. When you think you have cracked it, click "Show the solution" to see if you are right.</p>
Guided Reading	<p>LO: To infer a character's thoughts</p> <p>Task: Read chapter 27. Imagine you are Mr Sir. What thoughts are going through your mind when you are talking to Stanley in this chapter? Draw a thought bubble and write down Mr Sir's thoughts.</p>
English	<p>LO: To plan how to make a treasure chest</p> <p>Task: Read chapter 28. Kate has buried her treasure in a chest somewhere. Have a look around your house and start to gather some materials that you could use to build a treasure chest. Create a diagram of what your chest will look like. Consider the materials you have and how you will make it.</p>
Humanities	<p><u>L.O: Geography - Climate</u></p> <p>The pattern of weather in a place over a long period of time is known as the climate. In the United Kingdom the climate is a temperate climate.</p> <p>Younger children:</p> <p>A temperate climate has four seasons: spring, summer, autumn and winter.</p> <ul style="list-style-type: none"> • Divide a piece of paper into four and draw a picture of yourself in each season. Think about what you might be wearing and what you might be doing in each of the four seasons. • You can also write a sentence about each season if you'd like to. <p><u>Older children:</u></p> <p>The UK has a temperate climate: 'temperat'e means moderate or mild, we do not have extremes of temperature or frequent extreme weather. We have four seasons. Tropical climates only have two seasons, dry and wet. This week you are going to compare the weather in London with the weather in a tropical climate.</p> <ul style="list-style-type: none"> • Choose a city in a tropical climate, e.g Singapore, Kingston (Jamaica), Lagos (Nigeria). • Divide your page in two and create a chart to compare the weather in London with the city in a tropical climate which you have chosen. • Use a weather app or the internet to find out what the weather is like each day in London and the tropical city of your choice and record it in your chart. You could record temperature, chance of precipitation (rain) or any other weather such as thunderstorms. • At the end of the week analyse your results - what differences can you see?

		Challenge: Research which other cities and countries have a temperate climate zone like the UK. Why does the UK have a temperate climate and not a tropical one?
Tuesday	Maths	LO: To subtract Book: CGP KS2 SAT Buster Arithmetic Task: Complete pages 6 and 7 Support: CGP KS2 Maths SATs Revision Guide page 14 Quick Challenge: Super Shapes
	Guided Reading	LO: To create a vocabulary grid Task: Read chapter 29. 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.
	English	LO: To build a treasure chest Task: Using your plan and materials from yesterday, start to build your treasure chest. Make sure to take pictures of it when you've finished and send them to your teachers!
	Science	L.O: Do your reactions get better the more you exercise? <ol style="list-style-type: none"> 1. Test your reaction time by holding a ruler just above your other hand. 2. Drop the ruler and try to catch it. 3. Measure, from the bottom of your thumb, how far the ruler dropped before catching it. (If you don't have a ruler, use a long thin object, lay object on paper and draw length) <ol style="list-style-type: none"> 4. Record the distance dropped. 5. Do 10 star jumps or sit ups. 6. Repeat steps 1-5. 7. Do another 10 star jumps or sit ups. 8. Continue repeating to see if your reaction time changes (the shorter the distance the quicker your reaction).



Question

Predict

Observe

Record

Analyse

Report

Younger children: Create a diagram to show how you set up your experiment. What did you find? Did your reaction time speed up or slow down?

Older children: Record your results using a bar chart or graph. Analyse your results. Did carrying out star jumps affect your reaction time? Why do you think that is? How could you improve the experiment? What else could you test? Eg. Reaction time versus age or time of day?

Challenge: Close your eyes and get somebody else to drop the ruler. Make sure they say 'Go' when they drop it. Is your reaction time quicker or slower with your eyes closed? How about if they tapped you on the shoulder instead of saying. 'Go'. Do you respond quicker to sound or touch?

Wednesday

Maths

LO: To work systematically and justify mathematical reasoning

A set of ten cards, **each showing one of the digits from 0 to 9**, is divided up between five envelopes so that there are two cards in each envelope. The sum of the two numbers inside it is written on each envelope:

7 8 13 14 3

What numbers could be inside the "8" envelope?

Task: Find what digits could be inside each envelope.

Each digit is only used once.

Think carefully about how you will justify your answers for each envelope.

Guided Reading

LO: To explore how a character's relationship changes through a story
Task: Read chapter 30. Create an emotion graph or use the one attached to plot how Stanley's relationship with the other boys in tent D changes throughout the book.

English

LO: To plan a diary entry
Task: Plot the events that happen in chapter 30. You might choose to draw images or write bullet points. Now consider that you are the warden. How would you feel about each of the events in the chapter? Choose some abstract nouns or adjectives to explain how the warden would feel for each event. If you can't remember what these are look in your CGP books or have a look on BBC bitesize.

Art/DT

LO: to make a pebble painting



You will need:

Smooth rocks/pebbles

Paintbrush

Acrylic paint if possible (you can also use chalk, paint pens and sharpies)

1. Wash and dry stones.
2. Sketch/plan design on paper first, planning your paint steps
3. Paint your backgrounds first, and layers of paint are added one at a time, allowing paint to dry thoroughly between layers.

		<p>4. Use a pencil to draw your main design onto the painted stone.</p> <p>5. Start painting. Fill in large areas of color first and allow everything to dry thoroughly before adding additional layers. If you make a mistake, let it dry and then you can paint over it.</p>
Thursday	Maths	<p>LO: To multiply by 10, 100 and 1000</p> <p>Book: CGP KS2 SAT Buster Arithmetic</p> <p>Task 1: Complete page 8</p> <p>Task 2: Multiplying by 10, 100 and 1000 White Rose</p> <p>Support: CGP KS2 Maths SATs Revision Guide pages 20 and 21</p>
	Guided Reading	<p>LO: To answer questions based on a text</p> <p>Task: Re-read chapter 30 and read chapter 31. Complete the attached reading comprehension questions.</p>
	English	<p>LO: To write a diary entry</p> <p>Task: Use your notes from yesterday to write a diary entry pretending to be the warden. Remember to include all the features of a diary entry. Success criteria:</p> <ul style="list-style-type: none"> ● Include date and time written ● First person ● Past tense ● Tell events in chronological order ● Include personal feelings and emotions ● Use an informal style ● Use time conjunctions and adverbials <p>If you can't remember what any of these things are then please have a look on BBC bitesize to remind yourself. As always, use clear punctuation for your sentences and remember to use capital letters.</p>
	RE	<p>L.O: Endurance</p> <p>Read the story of 'Moses defeats the Amalekites' from the Bible - (Exodus 17 vs 8 - 13) or listen to the story: https://www.youtube.com/watch?v=6Dw9ag8OyRQ</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of a time where you have had to do something for a long time or wait a long time for something - write down the emotions you felt at the time ● Create a motivational poster/ video for someone to encourage them with keeping going when things are difficult. ● Write a diary recount of a time when you had to show endurance and what was challenging about it

Reflection - Moses was able to endure because he had the help of others and the help of God. Who has helped you when you have had to endure difficult times? Thank God for them - and maybe write them a note or a card to say thank you. Do you know anyone who needs to endure right now? How could you help and encourage them?

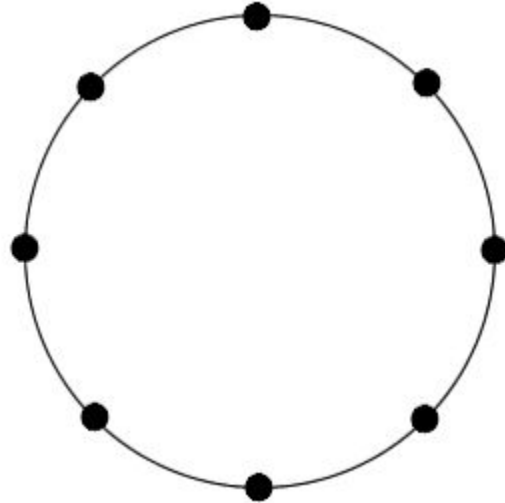
Friday

Maths

LO: To explore quadrilaterals

Quadrilaterals are shapes that have four straight sides.

Consider a circle with eight evenly-spaced dots around it.



How many **DIFFERENT** quadrilaterals can be made by joining the dots on the circle?

Record each shape you create and identify it.

Can you work out the angles of all your quadrilaterals?

For a printable set of dotted circles you can use for this activity click [here](#).

If you are unable to print off the resource then there is an interactive version [here](#).

Guided Reading

LO: To form an opinion based on what you have read

Task: Read chapter 32.

Should Stanley have left the camp? Yes or no?

Create a paragraph explaining your opinion using evidence from the text.

	English	<p>LO: To edit and uplevel your diary entry</p> <p>Task: reread your diary entry. Can you spot any spelling mistakes? Are there any phrases and words that you can uplevel and make better? Consider whether you really captured the voice and style of the warden. Think carefully about the kind of person she is and how she might say certain things.</p>
	PSHE	<p><u>Week 3: To explain how to keep safe at home</u></p> <p>What does it mean to keep safe? What might this look like when we are at home? Can you think how it might be in different areas of the house? Who keeps you safe when you're at home?</p> <p>Younger children:</p> <p>Draw a picture of a room in your house. Think about the different objects and things you need to be careful of and circle them.</p> <p>Older children:</p> <p>Draw a picture of your kitchen. Think about the different things in the kitchen that you need to be careful of. Circle these and give a reason as to why you need to be careful and what you can do to keep yourself safe.</p> <p>Challenge:</p> <p>https://www.youtube.com/watch?v=aCvScglIMCs</p> <p>Watch the video and create a poster on electricity safety.</p>