



Year 4  
Home Learning Pack

# Instructions for scholastic login

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84QG

Enter your username and password. If you need these resending message your teacher on purplemash or contact the office.

# Activities for you to do each day

Practice your times tables for 20 minutes.	Practice 3 times tables each day so that each times table is practiced
Spelling	When reading your book on scholastic find two words each day that you are unsure of and write down their definition.
Handwriting	Write the two words you have found the definitions for out 10 times in your best handwriting

# Year 4/ P5 online lessons

Monday 11 May - Friday 15 May



BBC

**Bitesize**  
Daily lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b> Exploring recounts	<b>English</b> Using similes and metaphors	<b>English</b> Writing a diary entry	<b>English</b> Using proofreading skills	<b>English</b> Reading lesson: Charlie Changes into a Chicken by Sam Copeland
<b>Maths</b> Multiplying and dividing problem solving	<b>Maths</b> Perimeter of a rectangle	<b>Maths</b> Perimeter of a rectilinear shape	<b>Maths</b> Area - counting squares	<b>Maths</b> Challenge of the week
<b>History</b> How did Stone Age hunter-gatherers live?	<b>Geography</b> Latitude and longitude	<b>Science</b> Vertebrates and invertebrates	<b>Design and Technology</b> How we build	<b>Art and Design</b> Media and Materials

Find all this content and more at: [bbc.co.uk/bitesize/dailylessons](http://bbc.co.uk/bitesize/dailylessons)

# Monday 11th May

English 1 hour	Watch the videos on BBC Bitesize daily lessons. Complete the English activity and the worksheets on Bitesize.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
Break 30 mins	Complete your daily work out with Joe Wicks	<a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a>
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Topic 1 hour	Your Topic today is History. Watch the videos on Bitesize and complete your worksheets. If you want to conduct your own research then you can do this. Put your findings on PurpleMash.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
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## Writing a recount.

- Write your recount in the **first person** because it happened to you! Eg "**I** felt excited."
- Use the **past tense** because it has already happened. Eg "It **was** the biggest fish I had ever seen!"
- Recounts are written in the order in which they happened. This is called **chronological order**. Use adverbs such as: **firstly, next, then and finally**.
- Using **descriptive words** will make it seem like your reader is there with you. Eg "The fish was **shiny** and **slippery**." Focus on the most exciting parts.

## Me and Sport- Mr Hannam's Recount

I've played lots of different sports throughout my life, however there is one sport that I have played at an extremely high level and is my favourite. I started playing hockey at a club when I was eleven, however I had played hockey with my Dad in the garden since I was able to walk. My first club was City of Manchester, who I played for until I was twenty. Whilst I played for City of Manchester I also played for Lancashire and had trials to play for Great Britain, however I unfortunately didn't get into the Great Britain squad that time. Later on in my hockey career I did play for Great Britain students whilst I was at university in Liverpool. During this time I played in the world university championships which were held in Edinburgh

Use this recount word mat to help you complete one of the three options on BBC Bitesize.

## Writing a Recount Desk Helper

### When

Yesterday  
Today  
On the weekend  
Last week  
Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

### Where

home  
house  
shops  
park  
school  
restaurant  
stadium  
church  
movies  
mountain  
birthday party

### What

played  
watched  
camping  
jumped  
hiking  
swimming  
visited

### Who

Mum  
Dad  
brother  
sister  
Grandma  
Grandpa  
cousin  
friend  
teacher  
doctor  
auntie/aunty  
uncle

### Other helpful words

Firstly	Secondly	Thirdly	Lastly	Next
After that	Later	Then	In the end	Meanwhile
week	Eventually	However	because	

LI: To be able to solve multi-step word problems involving multiplication and division.

### In Focus

 You can fold paper to make a crane.  
A crane is a bird with long legs.

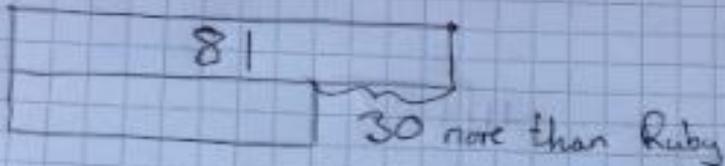


Sam made 81 paper cranes.  
He made 30 more paper cranes than Ruby made.  
Sam and Ruby string all their paper cranes together  
to make 11 paper chains, all the same length.

How many paper cranes are there in each chain?

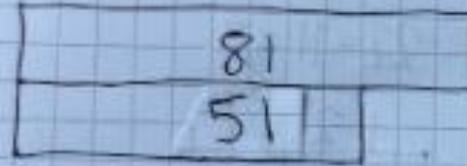
What is the key information?

Sam made 81 paper cranes.



How many did Ruby make?

$$81 - 30 = 51$$



How many cranes  
are there in total?

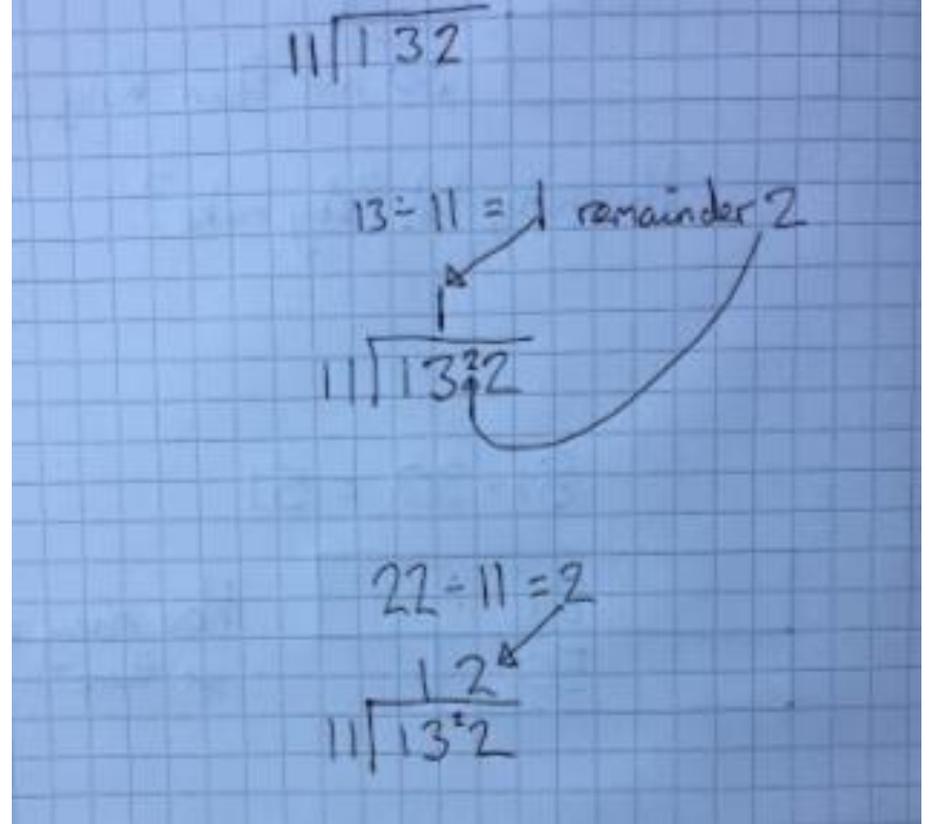
$$81 + 51 = 132$$

$$\begin{array}{r} 81 \\ + 51 \\ \hline 132 \end{array}$$

They made 11 chains all the same length.

They made 11 equal groups.

They need to divide their 132 cranes into 11 equal groups.

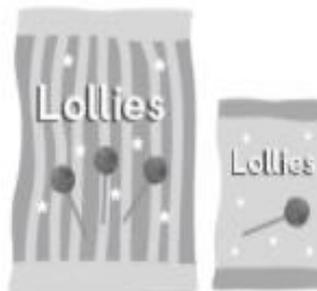
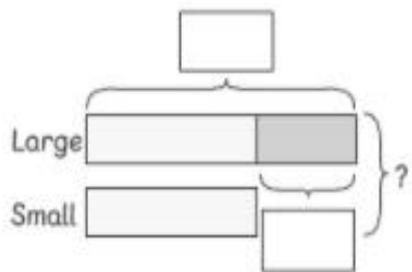


Each group has 12 cranes.

Each chain has 12 cranes.

**1** Holly bought two packets of lollies.  
 The larger packet contained 12 more lollies than the smaller one.  
 The larger packet contained 32 lollies.  
 She divided the lollies equally into smaller goody bags.  
 Each goody bag had 7 lollies.

(a) How many goody bags can Holly make?



$$\square - \square = \square$$

$$\square + \square = \square$$

$$\square \div \square = \square \text{ remainder } \square$$

Holly can make  goody bags.

(b) How many lollies were left over?

There were  lollies left over.

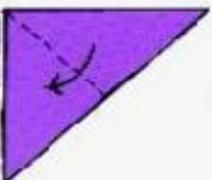
**2** There are 8 more pupils in Class 4A than there are in Class 4B.  
 There are 28 pupils in Class 4A.  
 All the pupils must form teams.  
 Each team should have an equal number of pupils with nobody left out.  
 There should not be more than 10 pupils in each team.  
 What is the greatest number of teams they can form?

What is the key information?  
 Follow the example on the previous pages.

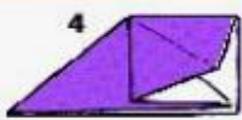
Try making your own crane. Watch this video and follow the instructions below.

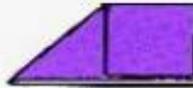
<https://www.youtube.com/watch?v=KfnyopxdJXQ>

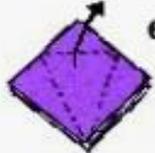
**1** 

**2** 

**3** 

**4** 

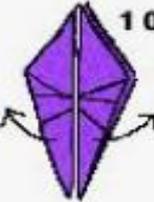
**5** 

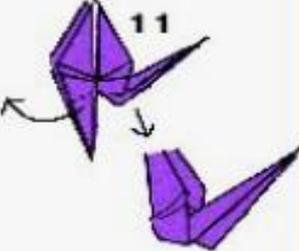
**6** 

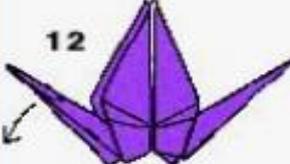
**7** Fold the other side and do the same as shown in step 6

**8** 

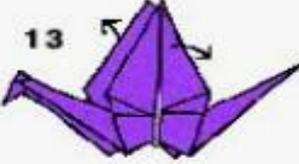
**9** Fold the other side the same as shown in 8

**10** 

**11** 

**12** 

Make the face by folding toward inside

**13** 

Stretch the wings, and blow up the body through a hole underneath

**Finished** 

### Nettle



It can be used to make tea.  
It can make nettle soup.  
It can also be used as a medicine. They can be harvested in the spring.

### Blackberries



Blackberries contain vitamin C and they can be harvested in autumn.

### Dandelion



Dandelions are high in vitamin C.  
The best time to gather them is in spring.

spring

summer

autumn

winter



### Haws (Hawthorn)



Hawthorn needs to be cooked before eating.  
Leaves and berries are safe. They can be harvested in early May.

### Pine Kernels



The seeds from pine kernels are high in protein. They are in season during autumn.

### Elderberries



Elderberries are high in vitamin C.  
They can be gathered in summer.

Can you write which foods you would gather in the correct segment?

Use the information on BBC Bitesize to research which animals hunter gatherers would hunt in each season.

Tuesday 12th May

English 1 hour	Watch the videos on BBC Bitesize daily lessons. Complete the English activity and the worksheets on Bitesize.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
Break 30 mins	Complete your daily work out with Joe Wicks	<a href="https://www.youtube.com/watch?v=u0_1QBQ8Syk">https://www.youtube.com/watch?v=u0_1QBQ8Syk</a>
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Reading 30 mins	Visit the scholastic website and read a book for 30 minutes. If you finish, make sure you complete the quiz	<a href="https://educator-slz03.scholasticlearningzone.com/slz-portal/#/">https://educator-slz03.scholasticlearningzone.com/slz-portal/#/</a>
Topic 1 hour	Your Topic today is Geography. Watch the videos on Bitesize and complete your worksheets. If you want to conduct your own research then you can do this. Put your findings on PurpleMash.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
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# What are metaphors and similes?

## What is a metaphor?

A metaphor is a word or a phrase used to describe something as **if it were something else** :

- For example, "A **wave** of terror washed over him."
- The terror isn't actually a wave, but a wave is a good way of describing the feeling.
- "Jess is **dynamite**."
- She's not made of dynamite, but it's a way to explain how exciting she is. Hanging out with Jess is fun because she is so explosive!

## What is a simile?

A simile describes something by **comparing it to something else** , using like or as:

- The snake moved like a ripple on a pond.
- The soap was as slippery as a fish.
- Jess is as graceful as a gazelle.
- Lionel Messi is as fast as a cheetah.
- The boy was shaking like a leaf.

Can you come up with 3 new similes and 3 new metaphors?

Can you turn these **metaphors** into **similes**?

The first one has been done for you.

He **is** a pig.  
eats **like** a pig.

He

You **are** a rock.

Her heart **is** made of gold.

Can you turn these **similes** into **metaphors**?

The first one has been done for you.

Mike is **like** dynamite.                      Mike **is** dynamite.

Your eyes are **as** bright **as** sunshine.

The world is **like** a stage.

Can you create three of your own similes and three of your own metaphors.

You could use them to describe all the people in your house!

## In Focus



I measured all four sides.  
The perimeter is 16.



I measured only two sides.  
The perimeter is 160.

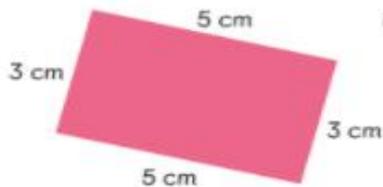
Explain how they got their answers.

## Let's Learn

1



measured all four sides in cm.



$$\begin{aligned} \text{Perimeter} &= 3 \text{ cm} + 5 \text{ cm} + 3 \text{ cm} + 5 \text{ cm} \\ &= 16 \text{ cm} \end{aligned}$$

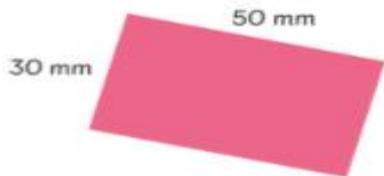


$$\begin{aligned} 2 \times 3 \text{ cm} &= 6 \text{ cm} \\ 2 \times 5 \text{ cm} &= 10 \text{ cm} \end{aligned}$$

2



measured two sides in mm.



$$\begin{aligned} \text{Perimeter} &= 2 \times 30 \text{ mm} + 2 \times 50 \text{ mm} \\ &= 60 \text{ mm} + 100 \text{ mm} \\ &= 160 \text{ mm} \end{aligned}$$

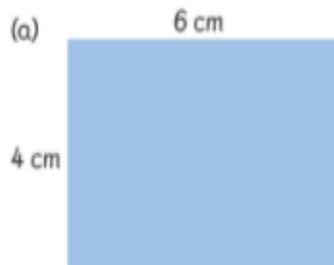


$$\begin{aligned} 1 \text{ cm} &= 10 \text{ mm} \\ 16 \text{ cm} &= 160 \text{ mm} \end{aligned}$$

2

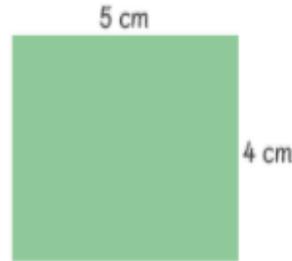
The lengths of the sides of three rectangles are measured and recorded on the diagrams.

(a)



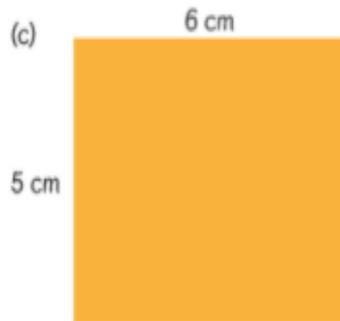
Perimeter =  mm

(b)



Perimeter =  mm

(c)



Perimeter =  mm

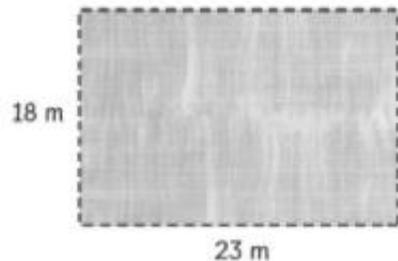


$$1 \text{ cm} = 10 \text{ mm}$$

## Calculating Perimeter

Find the perimeter. Show your work clearly.

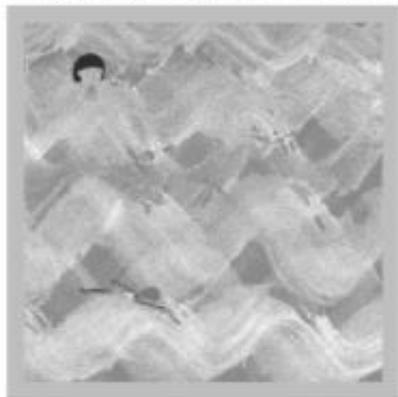
- 1 A plot of land has a length of 23 m and a width of 18 m.  
What is the perimeter of the plot of land?



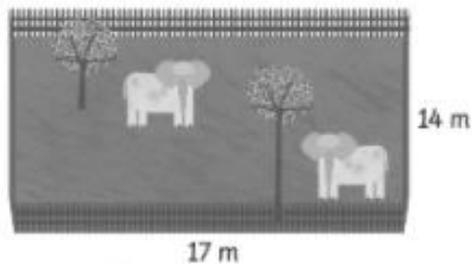
$$18 \text{ m} + 23 \text{ m} = \boxed{\phantom{00}} \text{ m}$$
$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \text{ m} = \boxed{\phantom{00}} \text{ m}$$

The perimeter of the plot of land is  m.

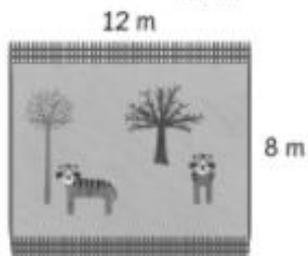
- 2 A square swimming pool has a length of 26 m.  
What is the perimeter of the swimming pool?



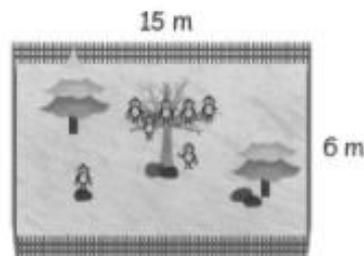
Holly went to the zoo and saw fences around several plots of land where different animals were kept. Find the length of the fence surrounding each plot of land.



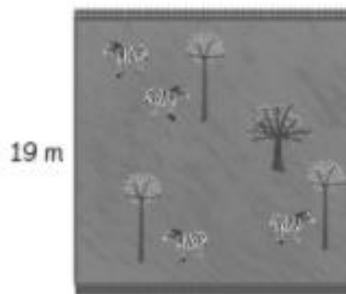
Length of fence =  m



Length of fence =  m



Length of fence =  m

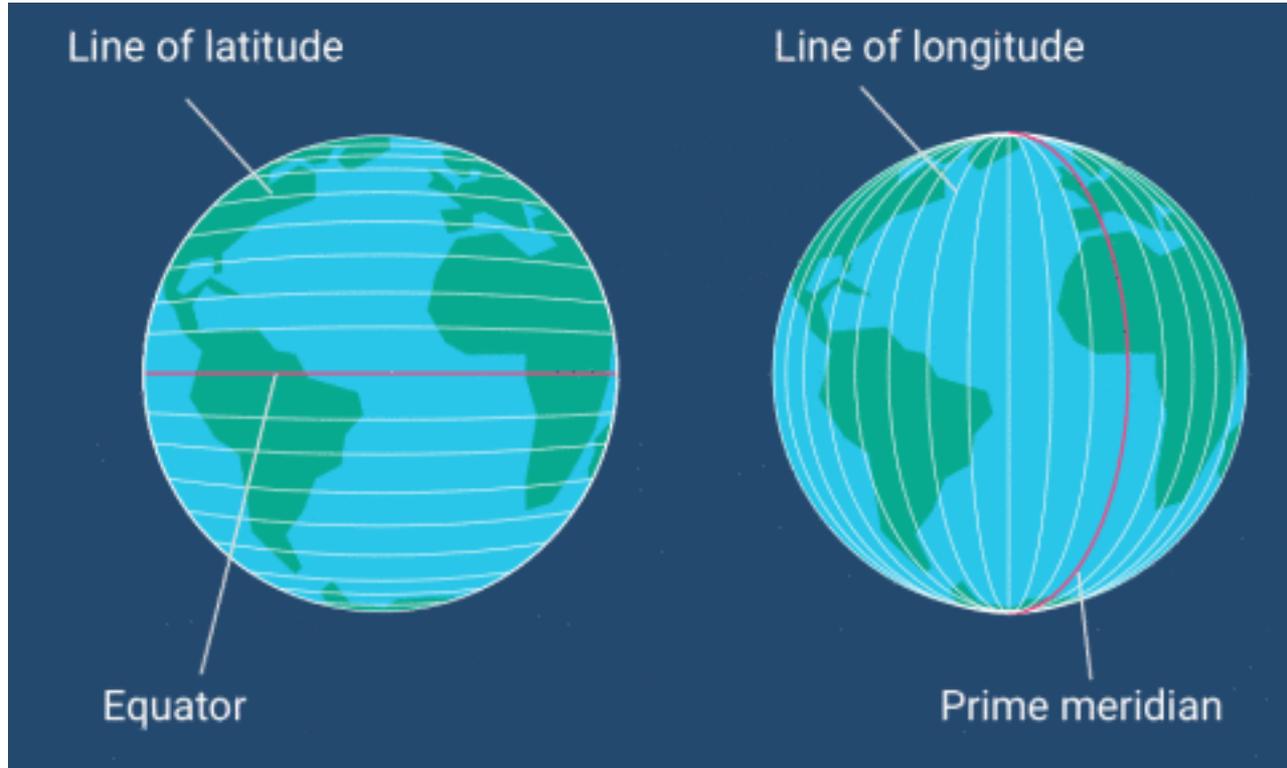


Length of fence =  m

# What is latitude and longitude?

To help locate where a place is in the world, people use imaginary lines:

- To find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the Equator.
- To find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.



Draw and label the following 'invisible' lines on the world map.

Be sure to get them in the right place and don't forget to use a ruler!

**Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian**



# Stretch - Complete this time zone activity. Can you complete it in analogue and in the 24hr clock?

<b>Place</b>	<b>Time</b> (if 12 noon in Greenwich)
Iceland (+ 0 hours)	
Chile (- 3 hours)	
Seattle, USA (- 8 hours)	
Ecuador (- 5 hours)	
Florida, USA (- 5 hours)	
Italy (+ 1 hours)	
Madagascar (+ 3 hours)	
Sydney, Australia (+ 11 hours)	
Japan (+ 9 hours)	

Wednesday 13th May

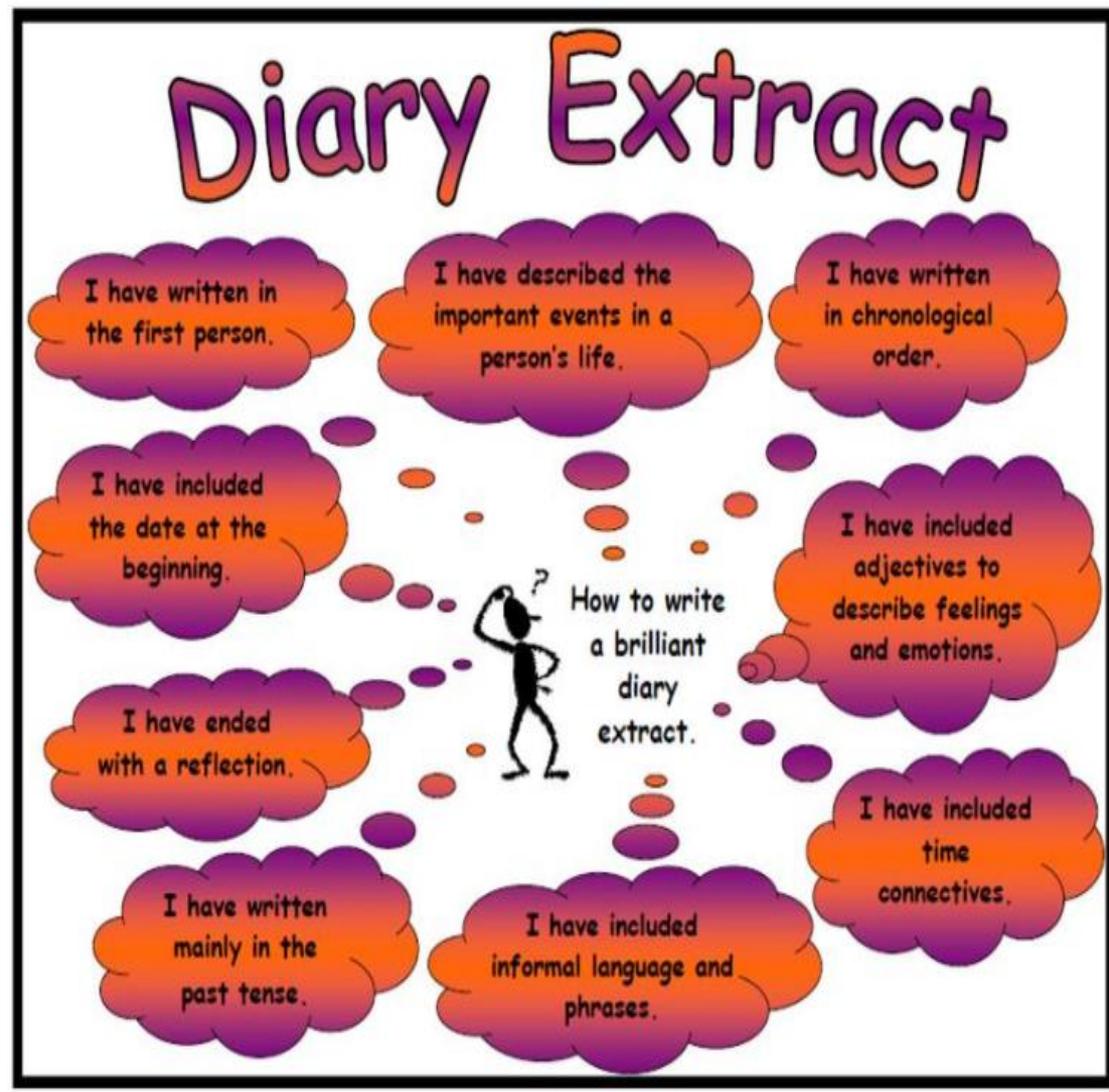
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## Diary Writing

A diary is a recount of what has happened to you that day. They are usually kept over a long period of time.

One very famous diary is that of Anne Frank who kept a diary whilst hiding from the Nazis.

Another, slightly less famous diary is 'The Diary of The Killer Cat'. This is a diary of a fictional character, of which there is a short passage on the next page.



Okay, *okay*. So I biffed it. Is that any reason for Ellie to cry in my fur so hard I almost *drown*, and squeeze me so hard I almost *choke*?

'Oh, Tuffy!' she says, all sniffles and red eyes and piles of wet tissues. 'Oh, Tuffy. How could you *do* that?'

How could I *do* that? I'm a *cat*. How did I know there was going to be such a giant great fuss, with Ellie's mother rushing off to fetch sheets of old newspaper, and Ellie's father filling a bucket with soapy water?



Okay, *okay*. So maybe I shouldn't have dragged it in and left it on the carpet. And maybe the stains won't come out, ever.

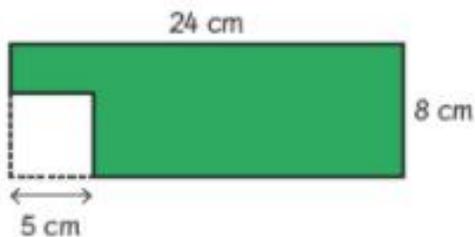
So *hang* me.

- Have a go at writing a diary for an animal of your choice.
- You could write a diary for a murderous tiger in a zoo or for pet dog who is always up to mischief.
- Write 5 days of diary and make sure that each day is 5 lines long.
- Use the word banks provided to uplevel your writing.

People	Objects	Good feelings	Bad feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
confident	gleaming	eager	bored	immense	old
clumsy	grotesque	elated	confused	large	quick
confident	long	encouraged	defeated	little	rapid
considerate	magnificent	energetic	defiant	long	short
excitable	precious	excited	depressed	mammoth	slow
glamorous	sparkling	exuberant	disgusted	massive	swift
grumpy	spotless	fantastic	disturbed	meagre	young
happy	strange	fine	dizzy	mighty	
helpful	unsightly	healthy	embarrassed	miniature	
important	unusual	joyful	envious	minuscule	
intimidating	valuable	pleasant	frightened	petite	
obnoxious		relieved	hungry	puny	

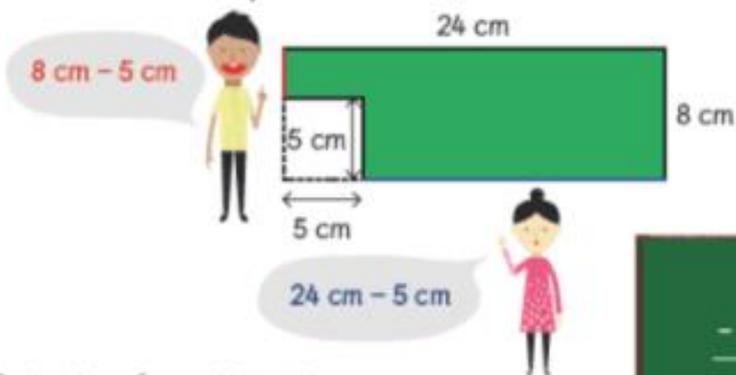
## In Focus

A rectangular piece of paper had a length of 24 cm and a width of 8 cm. A square with 5 cm sides was cut out from the piece of paper.



What was the perimeter of the remaining piece of paper?

Charles did it this way.

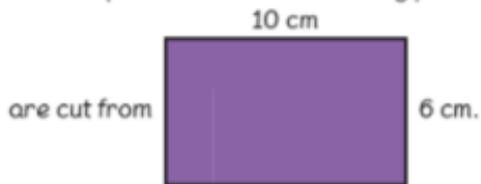


Perimeter of remaining piece  
= 24 cm + 8 cm + 3 cm + 5 cm + 5 cm + 19 cm  
= 64 cm

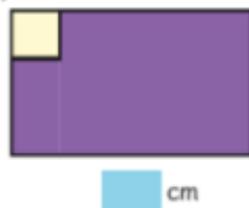
The perimeter of the remaining piece is 64 cm.

## Guided Practice

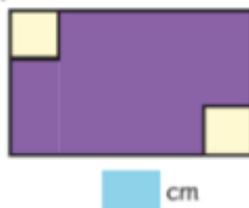
Find the perimeter of the remaining piece when  2 cm squares



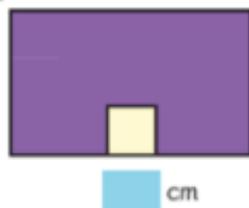
(a)



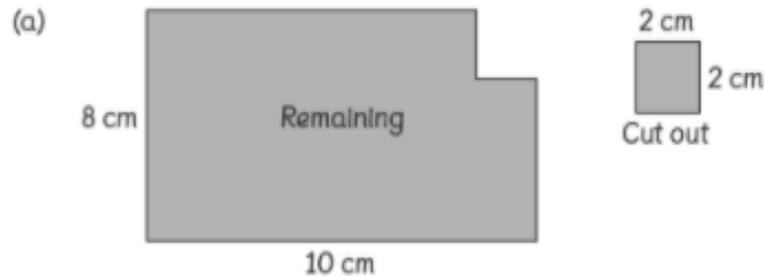
(b)



(c)

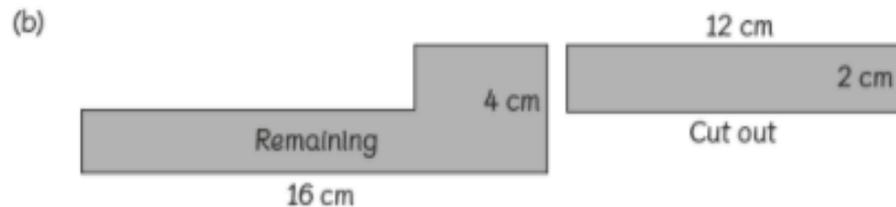


- 1 Find the perimeter of the remaining piece of paper when a square or rectangle is cut out, as shown below.



Perimeter =

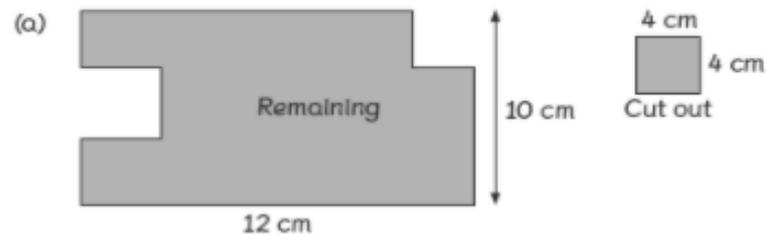
=  cm



Perimeter =

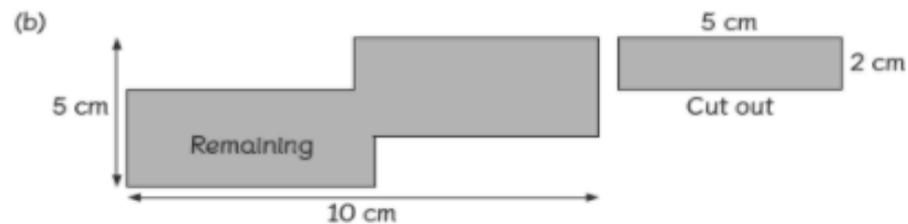
=  cm

- 2 Find the perimeter of the remaining piece of paper when two squares or rectangles are cut out, as shown below.



Perimeter =

=  cm



Perimeter =

=  cm

Use the information and the classification flow chart on the following pages to help classify these invertebrates.



## Mollusc

### Snails

Soft, slimy body and hard coiled shell



### Slugs

Soft, slimy body but does not have a hard coiled shell



## Worms (annelids)

Long thin body divided into segments



## Arachnid

Legs

8

Body divided into two parts-- head & abdomen



### Harvestmen



Long thin legs

One body part -- round or oval

## Crustacean

### Woodlice

Body divided into many segments, 7 pairs of legs, oval body, can roll into a ball



## Myriapods

### Centipede

Long thin body divided into segments, at least 15 pairs of legs



### Millipede

Long thin body with 2 pairs of leg on each segment



## Insect larvae

Most insects reproduce by laying eggs. The young that hatch from these eggs are either larvae (looks different from adults) or nymphs (smaller versions of the adult)



### Butterfly & Moth



### Beetle larva

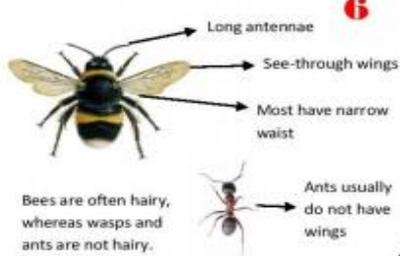


### True fly larva (maggot)



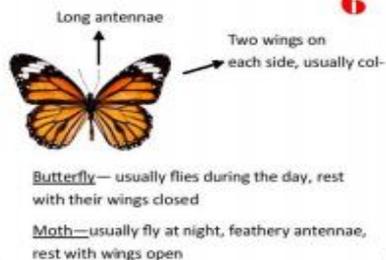
### Bees, wasps and ants

Legs: **6**



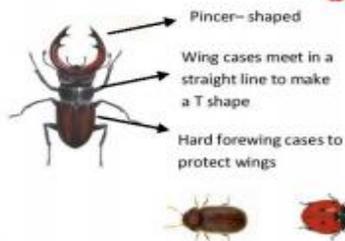
### Butterflies and moths

Legs: **6**



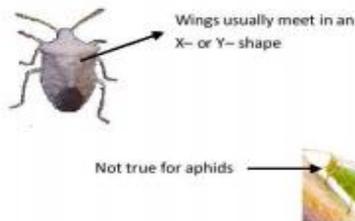
### Beetles

Legs: **6**



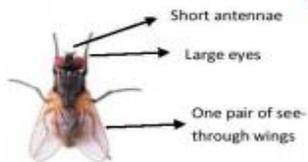
### True bugs

Legs: **6**



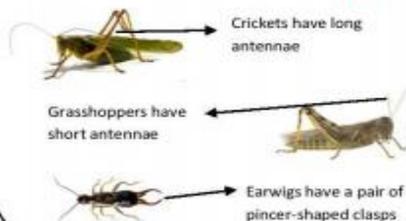
### True flies

Legs: **6**



### Cricket, grasshoppers, earwigs

Legs: **6**



Does it have legs?

YES

NO

Does it have 6 legs?

YES

NO

### INSECT

6 legs, antennae, 3 body parts, some have wings.



Is the body split into many parts? (you might see lines going across the body)

YES

NO

### ANNELID

No legs, soft & segmented bodies.



### MOLLUSC

No legs, soft bod, some have shells.



Does it have 8 legs?

YES

NO

### ARACHNID

8 leg, no antennae, 2 body parts, no wings.



Does it have more than 20 legs?

YES

NO

### MYRIAPOD

Lots of legs, lots of body parts.



### CRUSTACEAN

14 legs, body in segments

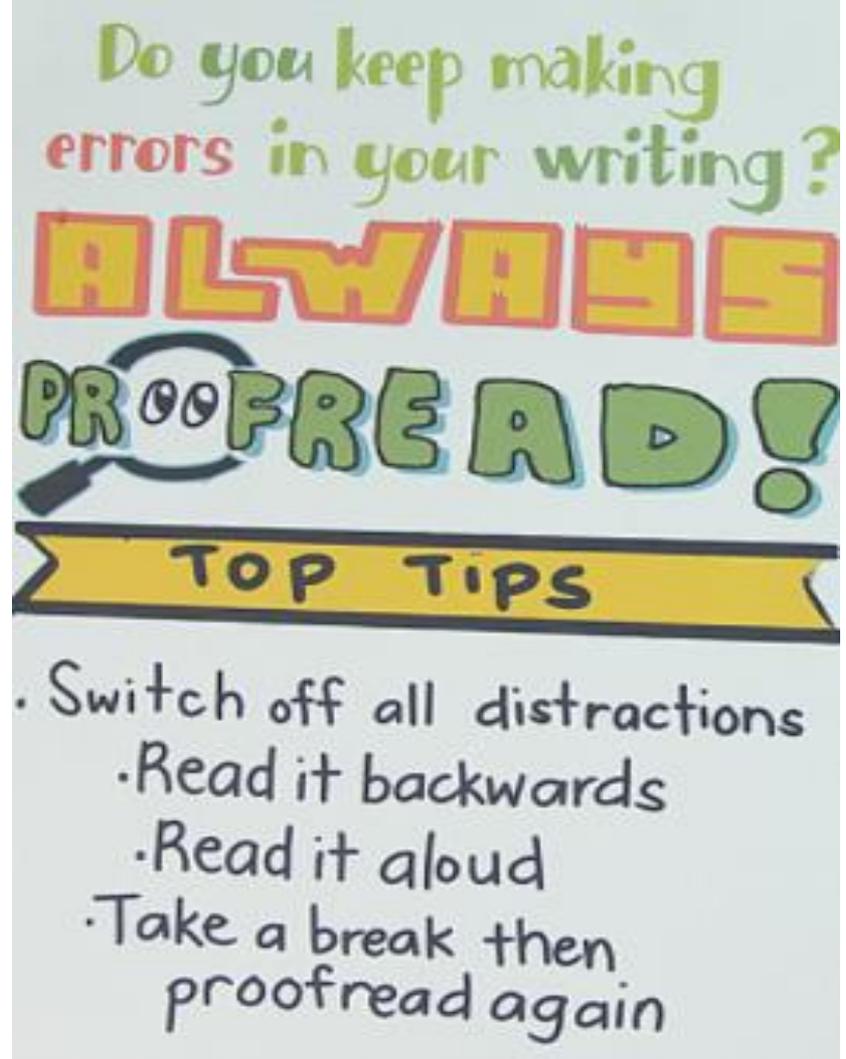


Thursday 14th May

English 1 hour	Watch the videos on BBC Bitesize daily lessons. Complete the English activity and the worksheets on Bitesize.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
Break 30 mins	Complete your daily work out with Joe Wicks	<a href="https://www.youtube.com/watch?v=u0_1QBQ8Syk">https://www.youtube.com/watch?v=u0_1QBQ8Syk</a>
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Lunch 30 mins	Take some time to yourself. Ask your family how they are. Are there any jobs you could do to help?	
Reading 30 mins	Visit the scholastic website and read a book for 30 minutes. If you finish, make sure you complete the quiz	<a href="https://educator-slz03.scholasticlearningzone.com/slz-portal/#/">https://educator-slz03.scholasticlearningzone.com/slz-portal/#/</a>
Topic 1 hour	Your Topic today is Design and Technology. Watch the videos on Bitesize and start your project.. If you want to conduct your own research then you can do this. Put your findings on PurpleMash.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
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# Proofreading

- Proofreading is an important stage in the writing process.
- Proofreading means checking your work for errors in **punctuation** , **spelling** or **grammar** .
- It is sometimes tricky to see errors in your own writing so proofreading can feel difficult.



Have a go at proofreading this passage from 'Diary of The Killer Cat'.

Try using all the techniques you have learnt.

Remember to check for spelling, punctuation and grammar.

The answers are on the next page!

After this proofread your writing from yesterday.

Okay, okay. So I biffed it. Is that any reason for ellie to cry in my fuur so hard I almost drown, And squeeze me so hard I almost choke?

“Oh, Tuffy!” she says, all sniffless and red eyes and Piles of wet tissues. “oh, Tuffy. How could you do that?”

How could I do that? Im a cat. Hw did I know there was going to be such a gint great fuss, with Ellies mother rushing off to fetch sheets of old Newspaper, And Ellie’s father filling a buket with soapy water?

Okay, Okay. So maybe I shouldn’t have draged it in And left it on the carpet. And maybe the stains wont come out, ever.

So hang me.

Okay, okay. So I biffed it. Is that any reason for **ellie** to cry in my **fuur** so hard I almost drown, **And** squeeze me so hard I almost choke?

“Oh, Tuffy!” she says, all **sniffless** and red eyes and **Piles** of wet tissues. “**oh**, Tuffy. How could you do that?”

How could I do that? **Im** a cat. **Hw** did I know there was going to be such a **gint** great fuss, with **Ellies** mother rushing off to fetch sheets of old **Newspaper**, **And** Ellie’s father filling a **buket** with soapy water?

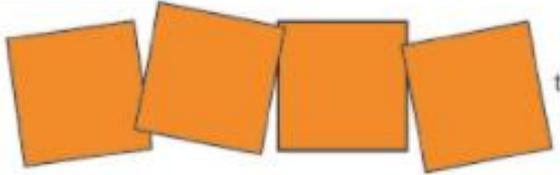
Okay, **Okay**. So maybe I shouldn’t have **draged** it in **And** left it on the carpet. And maybe the stains **wont** come out, ever.

So hang me.

## Key learning points

- Always have a capital letter at the beginning of the sentence.
- Capital letters at the beginning of names and other proper nouns.
- The apostrophe is used to replace missing letters. e.g. I’m and don’t.
- Apostrophes are also used to show ownership. E.g. Ellie’s cat.

# In Focus

Use  to make as many different

figures as you can.

You do not need to use all four tiles.

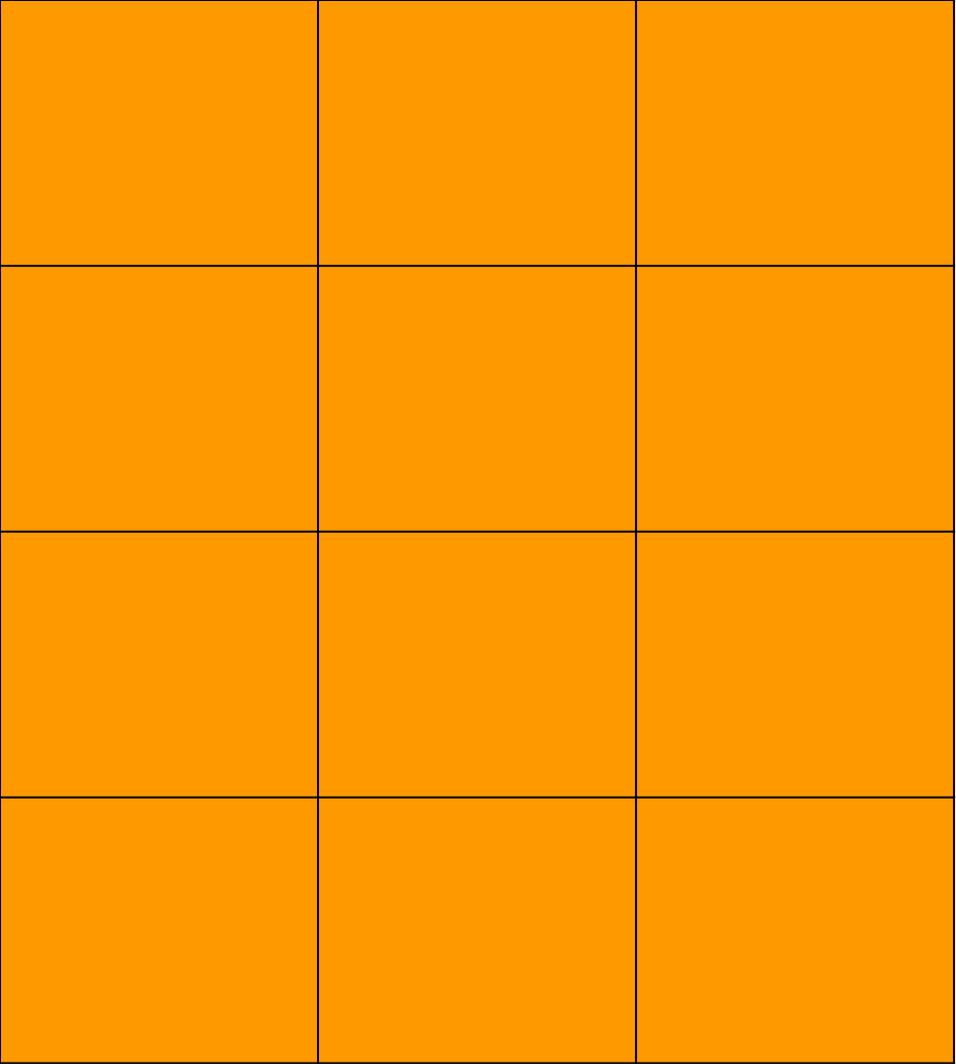


We say the area of  is equal to **1 square unit**.

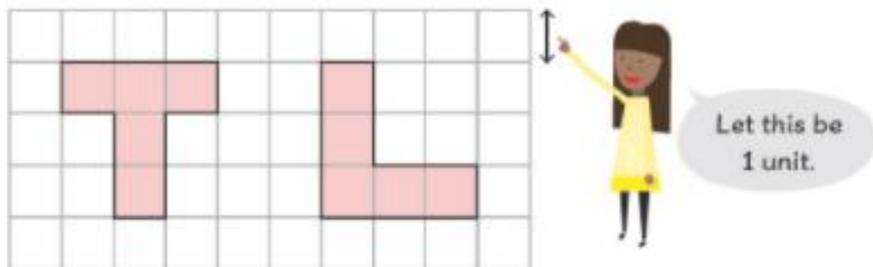
If  is equal to **1 square unit**,  what is  equal to?

What is the area of a shape with 3 squares?

What is the area of a shape with 4 squares?



1 Make different figures with the same area and the same perimeter.

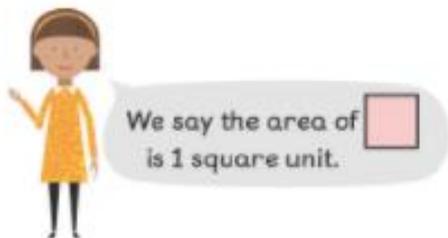


perimeter = 12 units

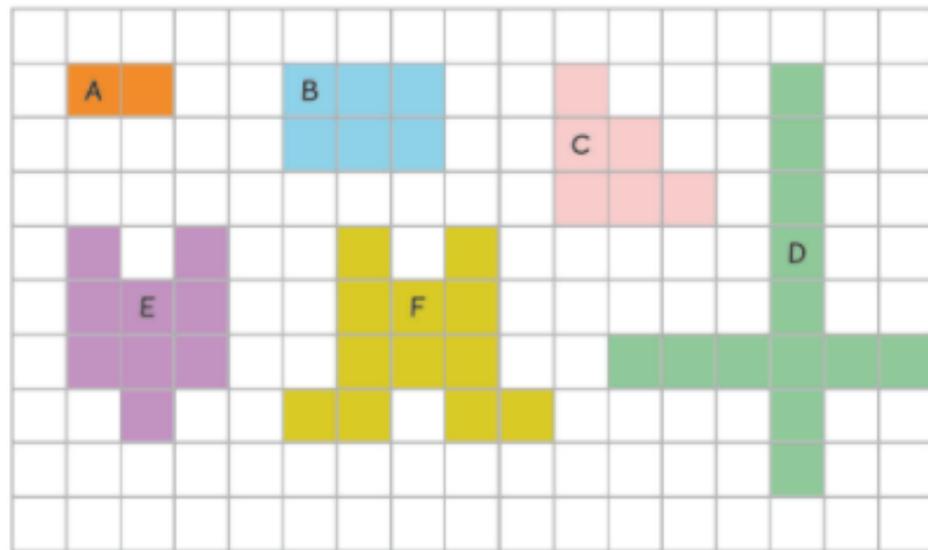
area = 5 square units

perimeter = 12 units

area = 5 square units



Find the area of each figure.



(a) Area of A = 2 square units

(b) Area of B = 4 square units

(c) Area of C = 4 square units

(d) Area of D = 5 square units

(e) Area of E = 5 square units

(f) Area of F = 6 square units

Make them first, then when you have finished measure each shapes perimeter.

Draw out each shape on squared paper and write its area and perimeter.

You could also take some pictures and post them on the purplemash blog!

## Design a boat

Boats have many purposes, but their many purpose is to transport products and people across water.

We are going to try and design a boat using the materials we have in the house. We might even have to use some of the previous days paper to get us floating!

You will need to collect some of the following things and experiment with which floats best:

- Card, paper, cork, an egg box, sticks from a tree, foil or a plastic container.
- Sellotape, string, glue or blue tac.

The following page has an idea for making a canoe and instructions.

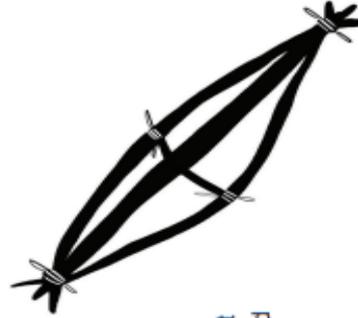
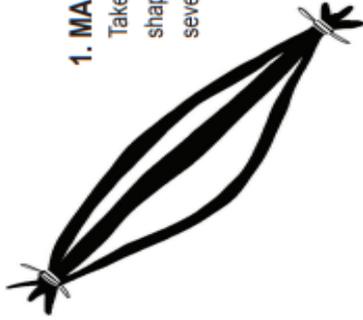
But you can experiment and design your own boat.

- Which materials float best?
- Which materials are most water resistant?
- Which material can carry the most weight and continue floating?
- How will your boat move? Does it need a sail?

Take pictures of your finished boat and post them on the purplemash blog.

## 1. MAKE THE BASIC FRAMEWORK

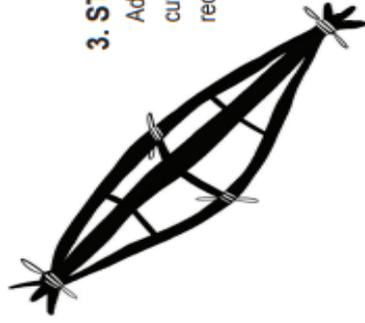
Take the three long, flexible sticks and gently bend them until they hold a curved shape. Bind all three sticks together at each end with twigs or string. Wrap them several times and tuck the ends back under to secure.



## 2. FORM THE SHAPE OF THE CANOE

This is the trickiest bit! Use scissors to cut a stick to approximately 8cm and sharpen both ends slightly with a pencil sharpener. Bend the stick gently until it holds a curve and then push it into the canoe. The pointed ends can be pushed into the thicker stick, which should stop it slipping while you bind it in place.

This forms a rib.



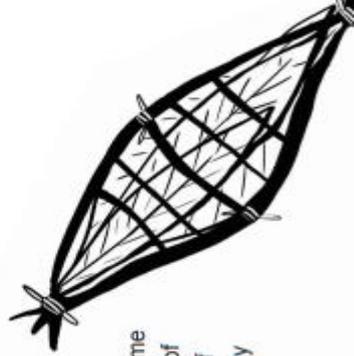
## 3. STRENGTHEN THE CANOE

Add two more ribs, placing them further along the canoe. If the sticks are cut to the right length they can be held under tension in the frame without requiring binding. To achieve this, cut them slightly longer and trim to fit.



## 4. FILL IN THE GAPS

Place two sticks along the length of the boat and several across its width. Weave them in between each other to form a strong structure.



## 5. MAKE THE SHELL

The shell of the canoe is made by bending leaves into the canoe. Add some extra ribs to keep the leaves in place, sandwiched between the two sets of twigs. Now you can test your canoe – carefully place it in water and see if it floats! If it doesn't, you may need to modify it. Make your canoe move by adding a partially-inflated balloon and then releasing the air.

Friday 15th May		
English 1 hour	Watch the videos on BBC Bitesize daily lessons. Complete the English activity and the worksheets on Bitesize.	<a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a>
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SAM COPELAND

# CHARLIE

CHANGES  
INTO A



# CHICKEN

ILLUSTRATED BY  
SARAH HORNE

Firstly, make a prediction about what this book is about. What genre of book do you think it will be?

Read the Charlie Changes into a Chicken.

Think about your destination reader stems: Predicting, inferring, asking questions, evaluating, clarifying, making connections and summarising.

When you have read the passage, Summarise the key points, you should write 5 lines.



What has caused him to grow to this size?

Where do you think he might be going?

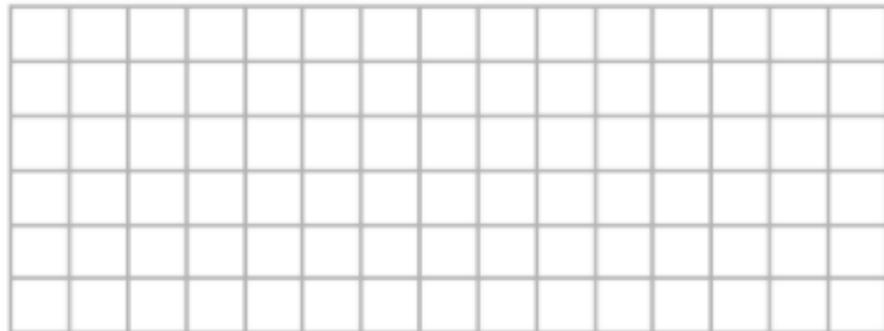
How will 'normal sized' people feel when they see him?

What would you do if you saw someone of this size?

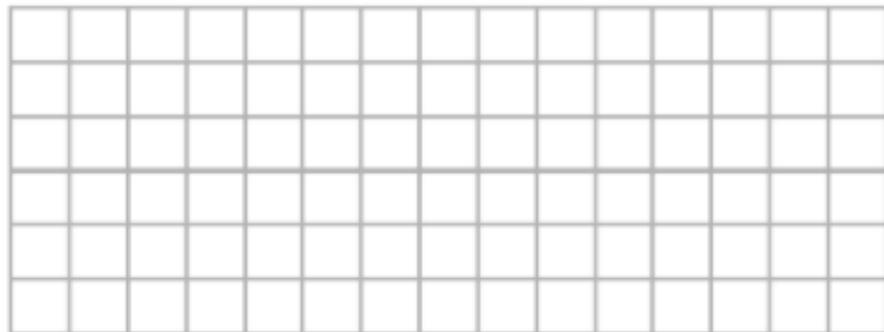
What's on the other side of the wall he is stepping over?

# Maths Challenge

Draw two figures on the grid below that have both the same area and the same perimeter.



Draw two figures on the grid below that have the same area but different perimeters.



What you need:

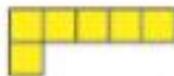


① Use  to make some figures.

Use 6  for each figure.

② Label each figure.

③ Record the area and the perimeter of the figures.

Example: 

Make sure the sides of the  touch one another.



Figure	Area (square units)	Perimeter (units)
1	10	22

What do you notice about the area and the perimeter of each figure?

