

| Day                    | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Maths                                         | Topic / Science |                             |                        |      |                                               |                 |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------|-----------------------------|------------------------|------|-----------------------------------------------|-----------------|-----|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                      | <p>Grammar- The present perfect tense</p> <p><b>Present Perfect Tense</b></p> <table><tr><th>Subject</th><th>Helping Verb</th><th>Main Verb (Past Participle)</th></tr><tr><td>I<br/>You<br/>They<br/>We</td><td>have</td><td>decided<br/>finished<br/>lost<br/>chosen<br/>gone</td></tr><tr><td>She<br/>He<br/>It</td><td>has</td><td></td></tr></table> <p>Read the sentences below and underline the ones written in the present perfect tense.</p> <p>1) We visited the beach last week.<br/>2) My gran has lived at the seaside all her life.<br/>3) I have visited the beach every year for as long as I can remember.<br/>4) She hated the sand in her hair.<br/>5) Granny has combed Klara’s hair every morning on holiday.</p> <p>Add the present tense of the verb “to have” to each of these sentences to change them, from the past tense into the present perfect tense.</p> <p>1) I____ visited the beach every day this week.</p> | Subject                                       | Helping Verb    | Main Verb (Past Participle) | I<br>You<br>They<br>We | have | decided<br>finished<br>lost<br>chosen<br>gone | She<br>He<br>It | has |  | <p><b>Multiplication and Division</b></p> <p>Multiplication is repeated addition<br/>Division is repeated subtraction</p> <p>Complete red or green<br/>Try to do these calculations in your head</p> <p>Quick multiplication:</p> <p>1) 6 x 2 =<br/>2) 5 x 3 =<br/>3) 7 x 4 =<br/>4) 3 x 8 =<br/>5) 8 x 3 =</p> <p>1) 9 x 3 =<br/>2) 8 x 4 =<br/>3) 7 x 8=<br/>4) 12 x 4 =<br/>5) 11 x 8 =</p> <p>Quick Division:</p> <p>1) 10 ÷ 2=<br/>2) 15 ÷ 3=<br/>3) 16 ÷ 4=</p> | <p><b>Geography</b></p> <p><u>To understand how rivers, shape the land.</u></p> <p>Erosion</p>  <p>Rivers wear away the land, as they flow over and through it.<br/>Erosion is when something wears away or breaks down.<br/>Erosion happens in many different ways, and we will be looking at how rivers use attrition, hydraulic action, solution, and abrasion to erode the land.</p> |
| Subject                | Helping Verb                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Main Verb (Past Participle)                   |                 |                             |                        |      |                                               |                 |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| I<br>You<br>They<br>We | have                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | decided<br>finished<br>lost<br>chosen<br>gone |                 |                             |                        |      |                                               |                 |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| She<br>He<br>It        | has                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                 |                             |                        |      |                                               |                 |     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

- 2) You\_\_\_\_\_ played on the beach many times before.
- 3) They\_\_\_\_\_ argued about who should carry the picnic basket every day on this holiday.
- 4) The athlete\_\_\_\_\_ practised running on the beach every morning.
- 5) We\_\_\_\_\_ camped before but never on this campsite.

**Challenge:**

Change these sentences written in the past tense into the present perfect tense.

Add some description at the end of each sentence to make it clearer that the action in the sentence started in the past but continues to have an effect on the present.

The following websites have free access to ebooks in lots of different languages:

<https://uk.mantralingua.com>

<https://globalstorybooks.net>

Take a look and share with your family.

4)  $20 \div 5 =$

5)  $28 \div 2 =$

1)  $50 \div 2 =$

2)  $33 \div 11 =$

3)  $72 \div 9 =$

4)  $108 \div 12 =$

5)  $132 \div 11 =$

**Challenge:**

1)  $66 \div \underline{\quad} = 6$

2)  $84 \div \underline{\quad} = 12$

3)  $72 \div \underline{\quad} = 6$

4)  $\underline{\quad} \times 12 = 144$

5)  $8 \times \underline{\quad} = 88$

6)  $11 \times \underline{\quad} = 121$

Rivers erode the land in four main ways.

**Rivers erode (wear down) the land in four main ways**

**attrition**

Rocks collide and break up.

**abrasion**

Rocks wear away each other and the riverbed and the banks.

**solution**

Acids in the water dissolve the rock.

**hydraulic action**

The force of the water breaks down the riverbed and banks.

**Activity A**

**Fill in the missing gaps.**

Rivers erode the land in \_\_\_\_ main ways:

- 1) Attrition is when rocks \_\_\_\_ and break up.
- 2) Abrasion is when rocks \_\_\_\_ away each other and the river bed and banks.
- 3) Solution is when the \_\_\_\_ in the water \_\_\_\_ the rock.
- 4) Hydraulic acid is when the \_\_\_\_ of the water breaks down the river bed and banks.

force, acid , four, dissolve, collide, wear



**Past tense-** I paddled in the sea.

**Present perfect tense-** I have paddled in the sea every summer since I was small.

- 1) I played football on the beach.
- 2) We jumped into the sea.
- 3) The girl rowed her boat to the little island.
- 4) He packed a picnic for the beach.

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## Types of Erosion

### Answers

Rivers erode the land in **four** main ways:

- 1) Attrition is when rocks **collide** and break up.
- 2) Abrasion is when rocks **wear** away each other and the river bed and banks.
- 3) Solution is when the **acid** in the water **dissolves** the rock.
- 4) Hydraulic acid is when the **force** of the water breaks down the river bed and banks.

### Activity B

Explain in a paragraph how rivers erode. Then draw a diagram to illustrate your answer.

2

### Reading comprehension

Read the following passage out loud and with expression, (if you can act it out- even better) and answer the questions in **red** or both **red** and **green**. **Highlight/underline** if you need to.

### Spanish

Can you write the date in Spanish?

Example/Ejemplo: Hoy es jueves dos de abril de 2020

'Good gracious me!' Aunt Spiker said, 'What's that awful noise?'

Both women swing round to look. The noise, of course, had been caused by the peach crashing through the fence that surrounded it, and now, gathering speed every second, it came rolling across the garden towards the place where Aunt Sponge and Aunt Spiker were standing.

The gaped. They screamed. They started to run. They panicked. They both got in each other's way. They began pushing and jostling and each one of them was thinking only about saving herself. Aunt Sponge, the fat one, tripped over a box that she'd brought along to keep the money in and fell flat on her face. Aunt Spiker immediately tripped over Aunt Sponge and came down on top of her. They both lay on the ground, fighting and clawing to get up again, but before they could do this the mighty peach was upon them.

There was a crunch. And then there was silence.

**An extract taken from *James and the Giant Peach* by Roald Dahl.**

Complete the sequences:

Write the next 3 numbers

- 1) 2, 4, 6, 8, 10, 12
- 2) 5, 10, 15, 20, 25, 30
- 3) 10, 20, 30, 40, 50, 60
- 4) 4, 8, 12, 16, 20, 24
- 1) 6, 12, 18, 24, 30, 36
- 2) 9, 18, 27, 36, 45, 54
- 3) 55, 45, 35, 25, 15, 5
- 4) 300, 250, 200, 150, 100, 50
- 5) 15, 30, 60, 120, 240, 480, 960

- What does inverse mean?
- What is the inverse of addition?
- What is the inverse of subtraction?

Look at the calculation below:

$$16 + 24 = 40$$

$$40 - 24 = 16$$

What do you notice?

- **The two smaller numbers in an addition calculation make a larger number.**  $16 + 24 = 40$
- **The larger number is always at the beginning of a subtraction calculation.**  $40 - 24 = 16$

**Activity 1**

Complete the calculations:



**Activity 2**

Complete these using the column method and the inverse calculation.

## La fecha/ the date



Practise the days of the week and months song:

<https://www.youtube.com/watch?v=XZB5qFN6Z9Y>

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

**Challenge:** Can you say 2020 in Spanish? –Dos mil veinte

**Super challenge:** Can you write the date in Spanish every day in your book ?

**Handwriting**

Remember these Golden Rules when you are getting ready to write...

Sharpening your pencil means that your writing is clear.

Sitting correctly means you will be comfortable when you are writing.

Holding and tilting your paper also mean writing will be more comfortable and you will find developing a fluent style easier.

**Complete activity A or B**

**Activity A**



**Write the answers in full sentences (you can discuss the answers in your home language too).**

1. What did the peach crash through?
2. What was the peach rolling towards?
3. Write 2 things that the Aunts did when they saw the peach rolling.
4. Which Aunt tripped over a box?
5. What did Aunt Spiker trip over?
6. What do you think made the 'crunch' noise?
7. What do you think was happening inside the peach at this time?

### **CHALLENGE**

Write 3 questions for someone in your family to answer.

Complete these:

1)  $12 + 8 =$

1)  $34 + 27 =$

1)  $129 + 56 =$

2)  $15 - 7 =$

2)  $72 - 54 =$

2)  $245 - 132 =$

aaa bbb ccc ddd eee fff ggg  
 hhh iii jjj kkk ll mmm nnn  
 ooo ppp qqq rrr sss tt www  
 vvv www xxx yyy zzz

### **Activity B**

hello hello  
 goodbye goodbye  
 and and  
 the the  
 sun sun  
 rain rain  
 shoe shoe  
 hand hand  
 jump jump

### Dictionary work

A dictionary can be used to look up the **meaning** of a word.  
You can also use a dictionary to check the **spelling** of a word.  
Dictionaries may also give **other information** about words, such as word type and word origin.

Watch the following clip to help you:

<https://www.bbc.co.uk/bitesize/topics/zbm2sg/articles/zjybyb82>

**Task**-Look these words up in a dictionary and write their meanings. You can discuss the answers in your home language too!

If you do not have a dictionary, don't worry. Here is one you can use online: <https://kids.wordsmyth.net/we/>

1. Reverse-
2. Natural-
3. Capable-
4. Tropical-

Match these words to their meanings:

|             |                                           |
|-------------|-------------------------------------------|
| Tornado     | A light fluffy food.                      |
| Finalist    | Before any records were kept.             |
| Department  | A loud noise to raise alarm.              |
| Prehistoric | A storm with large circular winds         |
| Mousse      | A section within a large organization     |
| Siren       | A person who reaches the end of something |

**Challenge:**

Choose the correct word to complete these sentences:

**Subtract 10 from these:** Subtract 50 from these:

- |      |      |
|------|------|
| • 10 | 82   |
| • 15 | 99   |
| • 19 | 107  |
| • 37 | 274  |
| • 59 | 999  |
| • 99 | 1001 |

LO : To recall and use multiplication facts.

• Count in 3s

• Count in 4s

• Count in 8s

| counting by threes |    |    |    |    |    |    |    |    |     | counting by fives |     |     |     |     |     |     |     |     |     |
|--------------------|----|----|----|----|----|----|----|----|-----|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1                  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  | 1                 | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11                 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  | 21                | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  |
| 31                 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  | 41                | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  | 50  |
| 51                 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  | 61                | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  | 70  |
| 71                 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  | 81                | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  | 90  |
| 91                 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101               | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |

Multiplication

- What is multiplication?
- Which words are used for multiplication?
- Write them on your white board



### Active afternoon

You can complete any of these indoor exercises:

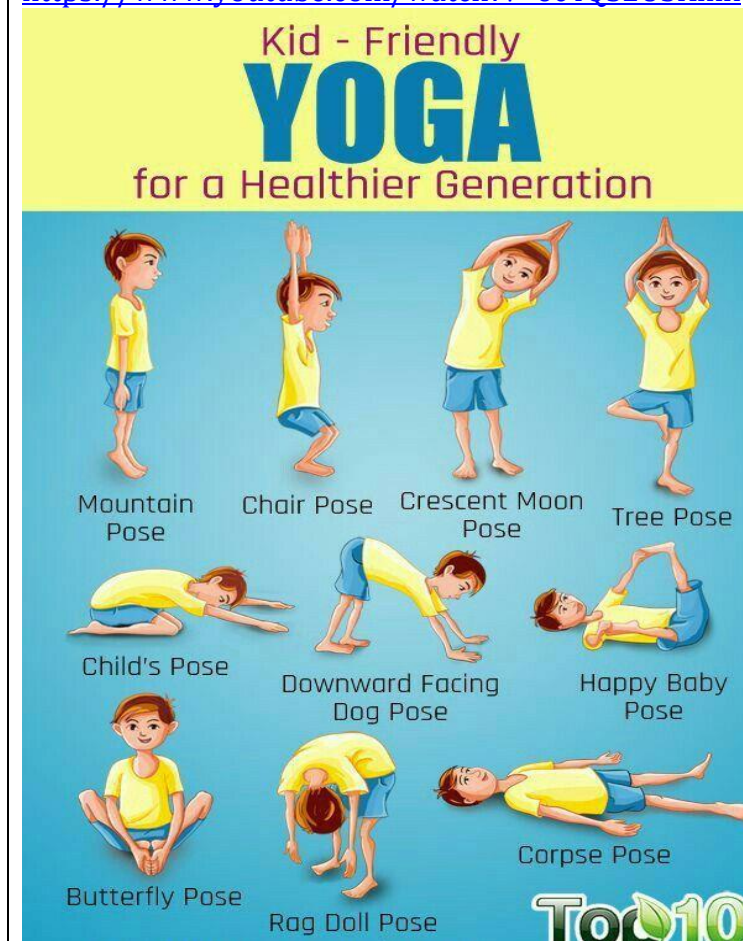
Kids and Adults workout-

[https://www.youtube.com/watch?v=L\\_A\\_HjHZxfI](https://www.youtube.com/watch?v=L_A_HjHZxfI)

Or

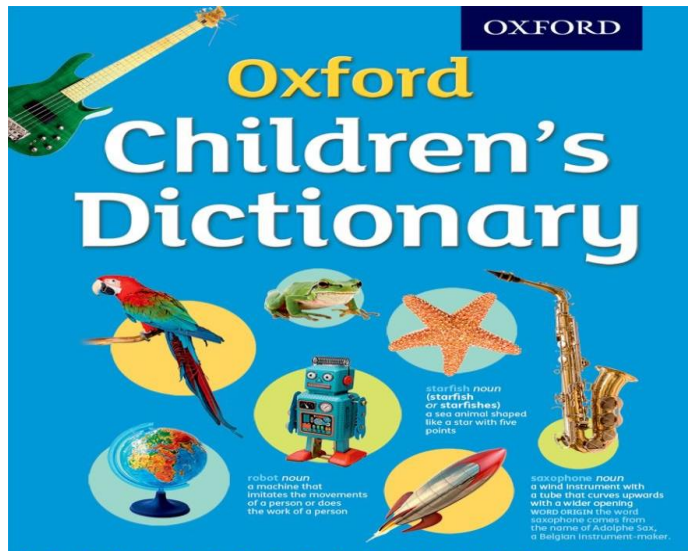
9 Minutes exercise for kids

<https://www.youtube.com/watch?v=oc4QS2USKmk>



1. A **missionary/mechanism/mechanic** is a person who repairs machines.
2. If you **grumble/grumpy/delight** about something you are complaining about it.
3. A person who is **eligible/elderly/steadfast** is rather old.

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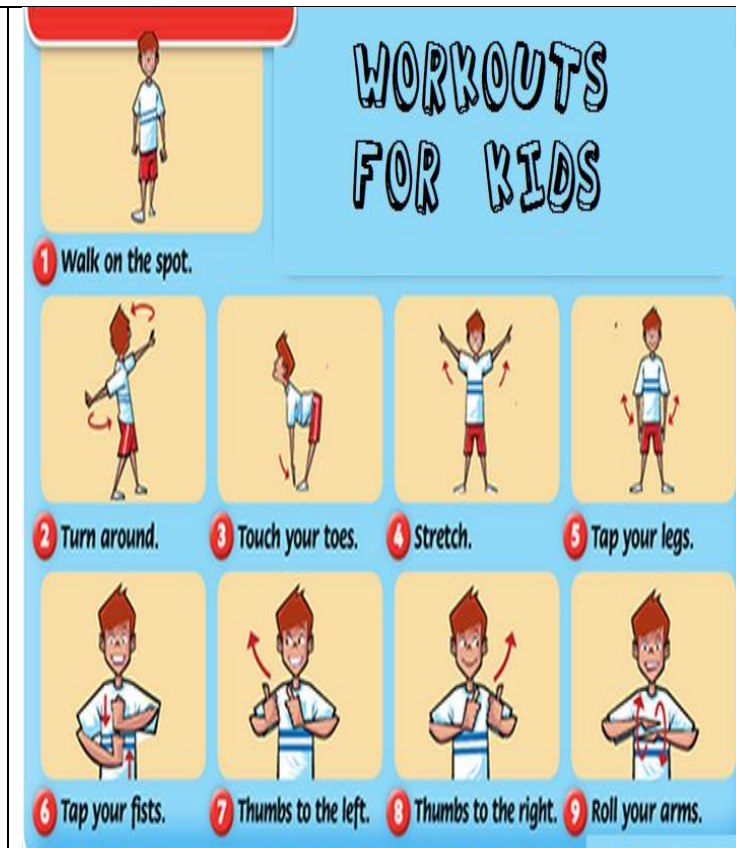
<https://globalstorybooks.net>

Take a look and share with your family.

On your whiteboard complete these:

- 1)  $2 \times 3 = 6$
- 2)  $4 \times 2 = 8$
- 3)  $5 \times 5 = 25$
- 4)  $2 \times 6 = 12$
- 5)  $5 \times 4 = 20$

- 1)  $8 \times 9 = 72$
- 2)  $5 \times 11 = 55$
- 3)  $6 \times 3 = 18$
- 4)  $12 \times 7 = 84$
- 5)  $9 \times 9 = 81$
- 6)  $7 \times 8 = 56$
- 7)  $12 \times 6 = 72$



Challenge:

Create your own series of fun exercises.

It could be a mixture of any of the above.

Write them as a set of instructions, complete with pictures.

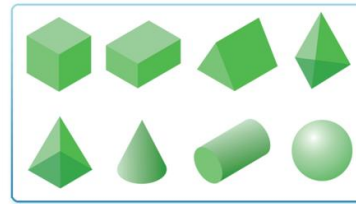
### No pens activity- story telling.

Look at the pictures below and create an imaginative story using any of the **settings** (place where story takes place), **characters** and **events** (things that happen in the story).

There is no need to write it down, just talk through them and pretend you are reading from a book. This will make it sound more like a story. **You can also discuss the story in your home language first.** Use show, don't tell in your story to express action and emotions.



Name the 3D shapes



How many sweets are in the jar?



### Activity 1

Approximating

$$47 + 35 =$$

$$35 + 23 =$$

$$11 + 67 =$$

Activity 2- Complete these:

### Science- Investigating samples of soil

For this lesson you will need **two** different samples of soil. You could get some from a local park, your garden or even some compost will do. If you have some play sand that could also be a sample.

Remember to be safe around soil!

It is important to ...

- Always wear gloves.
  - Always wash your hands after touching the soil.
  - Keep the soil away from your nose and mouth.
- Never taste or smell the soil!

### Soil sample A and sample B

- 1) You will be exploring the two different soil samples. Use your senses to examine the soil.
- 2) You will identify differences and similarities, looking for **sand**, **plant parts**, **water** and **mini beasts**.
- 3) You will then create an observational drawing and write a description of each sample. Write or draw about what you can ... See Feel Hear

**See**-You can look through a glass at the soil layers and colours. A sieve can be used to separate the soil.

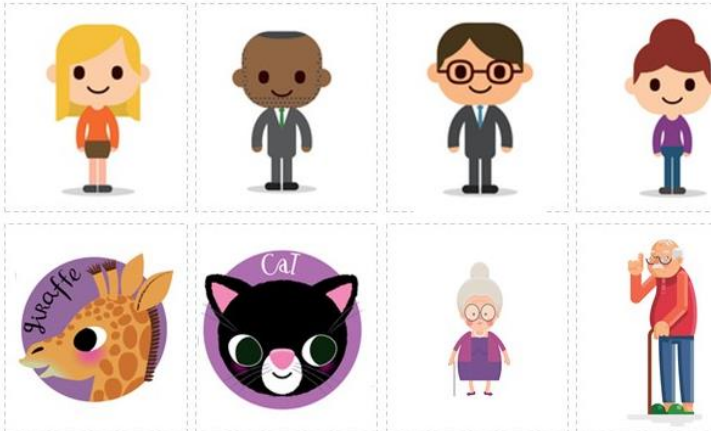
**Feel** -You can rub the soil in your hands or between your fingers. Use suitable adjectives to describe the soil e.g. crumbly, dry, sandy, slimy etc.

**Hear** -You can hear what the soil sounds like when it is rubbed onto paper, cardboard or between your fingers.

<https://cdn.go.educationcity.com/eccontent/files/activ>

## Characters and settings

Choose a character or create your own by drawing in the character box on your describe sheet.



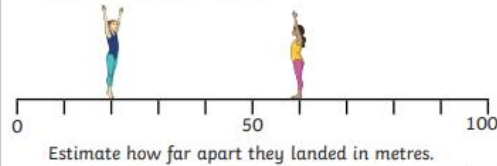
Choose a setting or create your own by drawing in the setting box on your describe sheet.



- 1) Estimate answers to the following calculations using your knowledge of the nearest 100 or 10 multiple:

- a)  $302 - 151$   
b)  $498 + 242$   
c)  $729 + 32$

- 2) 2 acrobats land at different distances across the big top as seen here in metres:

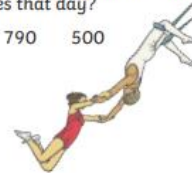


- 1) In the circus big top, 322 people watched the evening trapeze show and 268 watched the daytime clown show.

- a) Which is the best estimate for the total amount of people in the audiences that day?  
590   550   620   790   500  
b) Explain your working.

- 2) Which of the following calculations could have an estimated answer of 530?

$363 + 161$     $151 + 378$     $632 - 99$     $578 - 49$



Challenge- Discussion (in your home language, if you want).

Do all the soils feel, look and sound the same?

Why or why not?

How could these soils be used?

What plants could grow in these soils?

Is it useful to compare soils?

## Friday- Free write

Look at the image below.

What is happening?

Who does the shadow belong to?

What do you know about lock?

Where does the door lead to?

Discuss these questions with a member of your family, in your home language if you need to.



**Story starter!**

## Friday- Investigation

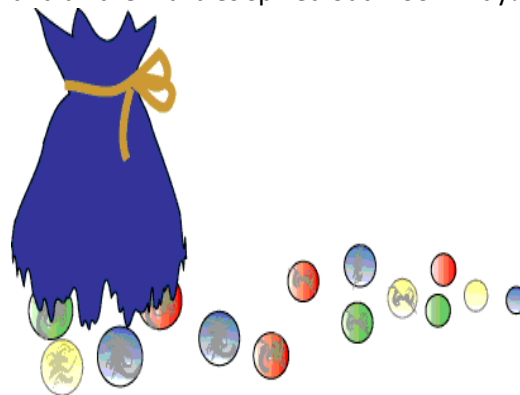
Remember:

- 1) Read and understand (discuss in your home language, if you want to).
- 2) Underline/highlight key information
- 3) Work systematically- draw diagrams/tables if you need to.
- 4) Solve and check your answer.

Andy and his friend Sam were walking along the road together. Andy had a big bag of marbles.



Unfortunately the bottom of the bag split and all the marbles spilled out. Poor Andy!



One third (13) of the marbles rolled down the slope too quickly for Andy to pick them up. One sixth (16) of all the marbles

## Art- Sketching Plants (Orange trees)

Take a note of the Orange tree sketches and do some of your own. Then use paints or pencil colours to colour in.



It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.

As silent as a whisper in the night, the figure stealthily crept towards the green, wooden doors. Click...The key slipped into the metal lock, the cold mechanisms inside responding to the familiar shape of the object that had been slipped inside. Seeing the padlock pop open as expected, the figure slipped the slender bolt across into its resting position. The doors groaned agonisingly, the figure turning to survey the surrounding area, alarmed at the loudness of the sound their actions had made.

The coast seemed clear. Resuming their mission, the shadow slipped inside the room. There it was. This was the sight and moment they had been waiting for...

**Task:** Continue the rest of the story. Use show, don't tell in your story to express action and emotions.

**Perfect picture!**

Can you draw what awaits on the other side of the door?

disappeared into the rain-water drain.

Andy and Sam picked up all they could but half (12) of the marbles that remained nearby were picked up by other children who ran off with them.

Andy counted all the marbles he and Sam had rescued.

He gave one third (13) of these to Sam for helping him pick them up. Andy put his remaining marbles into his pocket. There were 14 of them.

**How many marbles were there in Andy's bag before the bottom split?**

**What fraction of the total number that had been in the bag had he lost or given away?**



|    |  |  |  |
|----|--|--|--|
|    |  |  |  |
| 6  |  |  |  |
| 7  |  |  |  |
| 8  |  |  |  |
| 9  |  |  |  |
| 10 |  |  |  |