



Bluebell Home Learning



Week Commencing: 18th May

Theme for the Week: Giving

Whole School	
<p>Children should:</p> <ul style="list-style-type: none"> ● Read each day. ● Choose their tasks from the 'suggested' timetable ● Be active for at least 45 minutes a day ● Take regular breaks ● Have fun 	<p>Parents should:</p> <ul style="list-style-type: none"> ● Listen to children read once a day ● Help children choose when they complete the tasks ● Provide a suitable working environment ● Ask questions ● Enjoy the time together and not feel an expectation to be a teacher.
Talk Home Learning	Reading focus: Making Connections
<ul style="list-style-type: none"> ● What have you given to someone recently? ● How does giving make you feel? ● If you could give something to an NHS worker, what would you give? 	<p>Whilst reading, stop and use these stem sentences regularly (i.e. each paragraph):</p> <p>Text to self:</p> <ul style="list-style-type: none"> ● I know about this because I... ● I've been to / seen... ● I saw a programme about this... ● I can identify with this character because... <p>Text to text:</p> <ul style="list-style-type: none"> ● I think this book is a * (genre) book because ● This reminds me of * because ● This is similar to * because ● This character is similar to * because <p>Text to world:</p> <ul style="list-style-type: none"> ● This links to... ● This is because...
Extra Information	
<p>Eid al-Fitr (24th May)</p> <ul style="list-style-type: none"> ● This Sunday, Muslims will celebrate Eid al-Fitr, which marks the end of Ramadan. ● Muslims often make a donation to the 'needy and deprived' (called Zakat). ● Learn more about it with these age appropriate sites: <ul style="list-style-type: none"> ○ cBeebies - Eid al-Fitr ○ BBC Bitesize (What is Ramadan?) ○ BBC Bitesize (Ramadan and Eid) ○ Newsround (See their report next weekend) <p>Chelsea Flower Show (Mr Dooley's favourite time of year)</p> <ul style="list-style-type: none"> ● Sadly it isn't on this year but there is a virtual flower show. ● Virtual Chelsea ● There will be lots of programmes on the BBC throughout the week. 	



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Year 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>Fractions: Finding a quarter: https://whiterosemaths.com/homelearning/year-1/</p> <p>Go to 'Summer Term-Week 2, Lesson 2 'Find a quarter (1)'</p> <ol style="list-style-type: none"> 1. Play the lesson. 2. Complete the activity questions in your book. <p>Or</p> <p>Practise drawing shapes and split them into four equal parts.</p>	<p>Fractions: Finding a quarter:</p> <p>Look at the activity on Class Dojo: sort the shapes into the correct columns of the table.</p>	<p>Fractions: Finding a quarter:</p> <p>Complete the problem solving questions on Class Dojo.</p>	<p>Fractions: Finding a quarter: https://whiterosemaths.com/homelearning/year-1/</p> <p>Go to 'Summer Term-Week 2, Lesson 3 'Find a quarter (2)'</p> <ol style="list-style-type: none"> 1. Play the lesson. 2. Complete the activity questions in your book. 	<p>Fractions: Finding a quarter:</p> <p>Complete the problem solving questions on Class Dojo.</p>
English	<p>Non-Fiction: Explanation Texts:</p> <p>Look at the pictures on Class Dojo of how a sunflower grows. Put/draw them in order and add time connectives (first, next, then, finally). Can you put</p>	<p>Non-Fiction: Explanation Texts:</p> <p>Write an introduction for your own explanation text on 'how seeds grow'. Make sure you check for capital letters and full stops. Use the Read Write Inc. sound</p>	<p>Non-Fiction: Explanation Texts:</p> <p>Using your text map from last week on 'How a seed grows', write your own explanation text of how a seed grows. Remember to include time connectives for</p>	<p>Non-Fiction: Explanation Texts:</p> <p>Draw pictures to go with your explanation text. Check that you have included all of the features of an explanation text that you looked at last week</p>	<p>Non-Fiction: Explanation Texts:</p> <p>Check through your work for capital letters and full stops. Have you remembered to use your sounds? Remember to check the Read Write Inc.</p>



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	each time connective at the beginning of a sentence to describe what is happening in each picture?	mat on Class Dojo to help you with your sounds. Can you think of a title?	each stage.	(title, introduction, information given in the correct order using time connectives, pictures).	sound mat on Class Dojo. Have you remembered to add time connectives? Once you have checked through your work, read it to a member of your family.
Topic	<p>RE: Eid al-Fitr Watch this video on how Amirah prepares for the Islamic festival of Eid. https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-aid Design your own mehndi pattern OR Make an Eid card.</p>	<p>Science: Where our food comes from: Sort the different fruits and vegetables into the right columns (See Class Dojo). Do they grow above the ground or below the ground?</p>	<p>Science: Life cycle of a runner bean plant: Look at the pictures of the life cycle of a runner bean plant (on Class Dojo) and put/draw them in the correct order. Write a sentence for each stage of the cycle to say what is happening.</p>	<p>PSHE: Relationships: Pick someone who is special to you. What makes them special to you? What qualities do they have that you like? Draw a picture of them and label their special qualities.</p>	<p>Art: Using some of the plants you have looked at over the last few weeks, design your own dream garden. Label which plants you have included. What else would you have in your garden? (climbing frame/ treehouse/ swimming pool?)</p>
SPAG*	<p>Adding 'er' and 'est': Look at the spellings on Class Dojo that use 'er' and 'est' at the end. Look, cover, write, and check your answers. Make a note of any you find particularly tricky.</p>	<p>Adding 'er' and 'est': Look at the sentences on Class Dojo. Fill in the missing words by adding 'er' or 'est' to the end of the words.</p>	<p>SPaG Mat 5: Complete the questions on Class Dojo in your writing book</p>	<p>Adding 'er' and 'est': Look at the words using 'er' and 'est' on Class Dojo. Write a sentence including each of these words.</p>	<p>Adding 'er' and 'est': Look over the spellings from Monday. Pick 5 you found particularly tricky. Look, cover, write, and check your answers.</p>



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Complete the additions.

- a) $4 + 1 = 3 + \square$
- b) $14 + 1 = 13 + \square$
- c) $9 + 11 = \square + 10$
- d) $10 + 9 = \square + 8 = 12 + \square$

<p>English</p>	<p>Bubbles Watch the video on https://www.literacyshed.com/bubbles.html (literacy shed, bubbles)</p> <p>If you can, talk to someone about what you see happening, the changes in the mood and feelings. What do you like about it, what don't you like about it? Draw a picture and write a list of adjectives of a beach.</p> <p>Example Golden sand, rough, soft</p>	<p>Bubbles Watch the video on https://www.literacyshed.com/bubbles.html (literacy shed, bubbles)</p> <p>If you can, talk to someone about what you see happening, the changes in the mood and feelings. What do you like about it, what don't you like about it? Write a description of a beach. I would like you to attempt join your sentences using <i>and, because, so, when, or, if but</i></p> <p>Example The beach has lovely golden sand and when you walk on it, the sand feels warm on your toes because the hot sun has been shining on it. The beach has shells scattered across, which used to be the homes of</p>	<p>Bubbles Watch the video on https://www.literacyshed.com/bubbles.html</p> <p>When the girl picks up the bubbles, how is she feeling? How do you know this? How does she feel after finding the bubbles?</p> <p>Pause the video when the yellow fish swims Make a list of all the things you can see. When the girl is in space, describe what she sees.</p> <p>Pause when she sees the girl on the beach How is the girl feeling? How do you know? What could make her feel like</p>	<p>Bubbles Watch the video on https://www.literacyshed.com/bubbles.html</p> <p>Today we are going to focus on the under the sea and the space scenes.</p> <p>Pick one of the settings.</p> <p>Write at least 6 sentences describing the sea or space.</p> <p>Don't forget to use <i>and, because, so, when, or, if but</i> in your sentences. You will need to use adjectives and adverbs to describe what you are seeing.</p>	<p>Bubbles Watch the video on https://www.literacyshed.com/bubbles.html</p> <p>Imagine you are in the bubbli. Where would you visit? What would you see? What would you hear? What would it smell and/or feel like?</p> <p>Example In the bubble, I would visit a rainforest because it is somewhere I have always wanted to visit.. The rainforest has lots of huge trees with green leaves that drip sparking water from the dripping rain. Hiding beneath the leaves I can see the glistening eyes of a jaguar staring at me, its</p>
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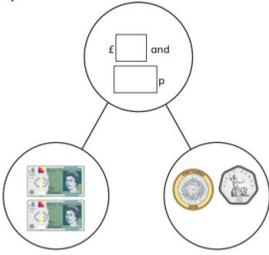
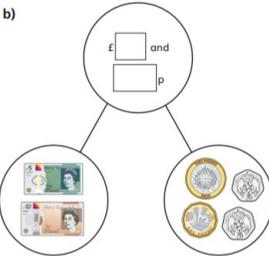
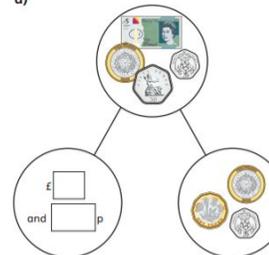
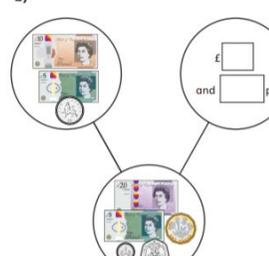


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Year 3					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>This week we are revising what we remember about money. Converting pounds. Look at the video in week 3 lesson 1 then answer the questions.</p> <p>1 a) Circle £1</p>  <p>b) Circle £1</p>  <p>c) Circle £1</p>  <p>d) Circle £10</p> 	<p>Add money Look at the video in week 3 lesson 2 then answer the questions.</p> <p>1 Complete the part-whole models.</p> <p>a)</p>  <p>b)</p> 	<p>Subtract money Look at the video in week 3 lesson 3 then answer the questions.</p> <p>1 Complete the part-whole models.</p> <p>a)</p>  <p>b)</p> 	<p>Today you are going to learn some facts on the 3 times table. Look at the video in week 3 lesson 4 then answer the questions.</p> <p>1 Complete the multiplications.</p> <p>a)</p>  <p><input type="text"/> x <input type="text"/> = <input type="text"/></p> <p>b)</p>  <p><input type="text"/> x <input type="text"/> = <input type="text"/></p>	<p>Today you are going to problem solve. Using your newly found cooking skills you are going to bake a cake.</p> <p>This problem is all about shape. But there are lots of other elements of maths involved, How many areas of maths are you using when doing this challenge? Think about buying the ingredients too.</p> <p>Watch the video in week 3 lesson 5.</p> <p>If you are unable to make the cake there are some questions you can do without the baking.</p>
English	<p>Look back at the Recipe. Can you box up the text using our boxing up grid. What are the main points in</p>	<p>Look at the recipe. Can you start to innovate the text?</p>	<p>Using your planning I would like you to draft out your recipe then give it to a family member to make the recipe.</p>	<p>How did it go? Was there any confusion in your recipe?</p>	<p>Independently I would like you to write out a set of instructions using all what</p>



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	each paragraph? What is happening?	Can you change the ingredients to make your own soup? Do we need to use a sweet potato or carrot? Do you need to use creme fraiche or can you change it to another creamy product? Use your boxing up grid to start to change the recipe to make it your own. You might want to add an ingredient.	Remember to make it as clear as possible. The idea is that they can make the soup without asking you any questions	Did it taste nice? Do you need to add anything to it or take something out? Make those changes to your recipe then write it up neat.	you have found out. These instructions can be anything but you need to do it without any support. How did you get on?
Topic	<p>Science- Muscles Today you are going to look at the muscles on your body.</p> <p>I would like you to watch Joe Wicks work out and think about what muscle he is using. Using the image I would like you to note the different muscles used.</p>	<p>World Plant a Vegetable Garden Day. Have you planted any vegetables yet?</p> <p>If not get yourself some seeds and grow.</p> <p>You don't need a garden to do this. Letecele or herbs can be grown indoors by a windowsill.</p> <p>You saw how easy it was to grow those green beans.</p> <p>Have a go and take lots of pictures of it growing.</p>	<p>Science- Muscles Using your images I would like you to see if your predictions were correct. Follow Joe Wick's moves in yesterday's video. Can you feel those muscles you predicted being used? Are there other muscles being used that you thought would not be used but are?</p> <p>Write up what you found out.</p>	<p>Art Can you create an illustration to go along side your recipe Try to think about how you can compose the image. What environment will you put it in.</p> <p>Can you add some of the ingredients around the bowl?</p> 	<p>French Can you look at the recipe you have created.</p> <p>Can you translate the food items into french?</p> <p>What other food items can you think of and find the french meanings?</p> <p>Match the french foods with the english foods.</p>

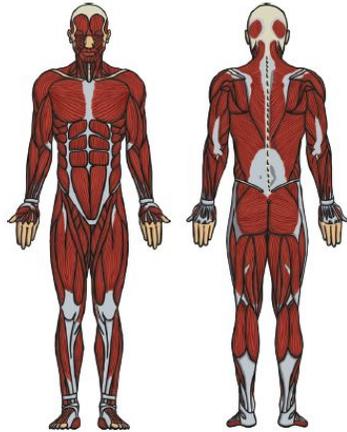


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SPAG*

Word families based on common words, showing how words are related in form and meaning

- scope
- telescope
- microscope
- horoscope
- periscope
- inspect
- spectator
- respect
- perspective
- spectacles

Practice this week's spellings. Putting them in to brief sentences

Practice this weeks spellings
Go on to Spelling shed

Use hive code

- Easy
- Medium
- Hard

Come up with a code for each letter of the alphabet and then write each word in code.
e.g. a = b = ♦ c = ♠

Can you get another family member to help you practice these spellings. How did you get on?



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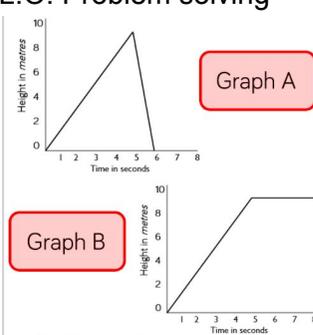
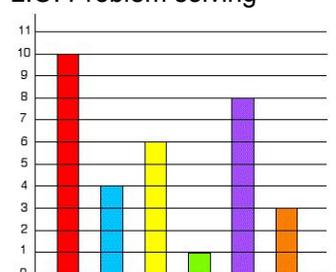


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Year 4													
	Day 1	Day 2	Day 3	Day 4	Day 5								
Maths	<p>L.O: Charts</p> <p>Record some data. Create your own bar chart or create one from the data on the Google Classroom.</p>	<p>L.O. Comparison, sum and difference</p> <p>Create your own questions based on your chart from Monday. E.g. How many chose fruit? How many more chose ___ than ___?</p>	<p>L.O. Line graphs</p> <p>Create your own line graph.</p> <p>There are some examples on the Google Classroom.</p>	<p>L.O. Problem solving</p>  <p>Rhugved launched a rocket. He recorded these graphs. Write a story to explain what happened.</p>	<p>L.O. Problem solving</p>  <p>There are two less cats than dogs. Only one child has a parrot at home. The number of fish added to the number of gerbils is equal to the number of dogs. There are twice as many fish as hamsters. There are half the number of gerbils as there are cats.</p>								
English	<p>L.O. Features of persuasive writing.</p> <p>Look at your writing from last week 'Cars should be banned'. How many features of persuasive writing did you get? How could you get the ones</p>	<p>L.O. Plan a text</p> <p>Now it's your turn... come up with a subject to persuade someone about.</p> <p>I'll put some ideas on Google Classroom but it should be something you</p>	<p>L.O. Plan a text</p> <p>Like last week, plan your text using this format.</p> <table border="1" data-bbox="1008 1181 1366 1420"> <tr><td>Intro</td><td></td></tr> <tr><td>Main Point 1</td><td></td></tr> <tr><td>Main Point 2</td><td></td></tr> <tr><td>Main Point 3</td><td></td></tr> </table>	Intro		Main Point 1		Main Point 2		Main Point 3		<p>L.O. Use features of a persuasive text.</p> <p>Last week we looked at boasting and exaggeration.</p> <p>Add some exaggerations for your idea. Maybe throw in some facts (even if</p>	<p>L.O. Apply features of a persuasive text</p> <p>Write your persuasive text.</p> <p>Remember to use the toolkit of features of a persuasive text.</p>
Intro													
Main Point 1													
Main Point 2													
Main Point 3													



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	you missed?	know about. Ext: Think of three main ideas.	<table border="1"> <tr> <td>Conclusion</td> <td></td> </tr> </table> Remember, this is your idea this week.	Conclusion		they're made up).	
Conclusion							
Topic	LO: Zakat Muslims give 2.5% of their earnings at Eid al-Fitr. Calculate what these people would give? Office assistant: £15,000 An average nurse: £34,000 A doctor: £70,000 Paul Pogba: £15,000,000	L.O. Gardening Its national plant a vegetable day and also its Chelsea Flower show this week. Garden centres are now open and supermarkets sell seeds. Get planting while you can. Share your photos.	L.O. Maya Food Which food was more important to the Maya: Corn (maize) or chocolate (cacao)? Use these ingredients in your food this week (not necessarily together). More details on GC	L.O. French Learn to count from 1 - 60 We have done most of this before. The focus this time is 31 - 60. 'Help' is on GC	LO: Giving. Talk home learning. Agree or disagree?: <ul style="list-style-type: none"> ○ The most valuable possessions cannot be bought with money. ○ Helping the poor should be left to the government. ○ Everyone should have to give money each month to help people. Ext: Complete the Google form with your thoughts.		
SPAG*	Write out the spellings in your best handwriting: Computer, newspaper, customer, stranger, builder, teacher, gardener, beginner, character, consider	See how many times you can copy the spelling words correctly in two minutes.	L.O. Hyperbole Watch this rap on YouTube about hyperbole (exaggeration). It will help with writing your ideas tomorrow.	Draw a picture for at least 5 of the spelling words.	Get someone to test you on the spellings		



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Year 5					
	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Week 2, Lesson 5 - Equivalent FDP</p> <ol style="list-style-type: none"> 1. Have a go at the flashback 4, write these in your books. 2. Watch up to 2:15 on the video. 3. Complete the questions (see Class Dojo and Google Classroom). 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Week 2, Lesson 5 - Equivalent FDP</p> <ol style="list-style-type: none"> 1. Watch from 2:22 on the video up to 3:50. 2. Complete the questions (see Class Dojo and Google Classroom). 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 1, Lesson 1 - Adding decimals within 1</p> <ol style="list-style-type: none"> 1. Have a go at the flashback 4, write these in your books. 2. Watch up to 1:42 on the video. 3. Complete the questions (see Class Dojo and Google Classroom). 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 1, Lesson 1 - Adding decimals within 1</p> <ol style="list-style-type: none"> 1. Watch from 1:49 on the video up to 3:40. 2. Complete the questions (see Class Dojo and Google Classroom). 	<p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Watch Summer Week 1, Lesson 1 - Adding decimals within 1</p> <ol style="list-style-type: none"> 3. Watch from 3:51 on the video up to 5:20. 4. Complete the questions (see Class Dojo and Google Classroom).
English	<p>Choose a book that you have read or are currently reading to write a reading log about. You may choose one of our previous class texts if you're stuck for ideas.</p> <p>Use a spider diagram to</p>	<p>Go through the text, retelling it using your text map and actions.</p> <p>Practise writing three-part paragraphs to give detailed information about your thoughts.</p>	<p>Write your own boxing up plan for a new reading log about the book that you chose as the beginning of the week.</p> <p>Don't forget to include the key features of: initial response, likes and dislikes,</p>	<p>Using your boxing up plan, write your own reading log about your chosen book.</p> <p>Don't forget to include the key features of: initial response, likes and dislikes, most frightening parts (could be changed for</p>	<p>Continue writing your reading log if you haven't finished it.</p> <p>Read it aloud to someone in your household to check it makes sense. Check that you have included capital letters and</p>



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	note down your thoughts about the book. These don't need to be in a particular order as we will box the ideas up later in the week.	(See Google Classroom and Class Dojo for an example).	most frightening parts (could be changed for something else if it is not a scary book), puzzles and final evaluation. (See Class Dojo and Google Classroom for boxing up template).	something else if it is not a scary book), puzzles and final evaluation.	punctuation in the correct places. Check that you have included all the features from the original text. If you are able to, type up your leaflet on a Google Doc and share it.
Topic	<p>Geography - Use the bbc videos to learn more about the oceans and continents of the world.</p> <p>https://www.bbc.co.uk/bitesize/articles/zk3nscw</p> <p>Then complete the online quiz.</p> <p>Or</p> <p>Draw your own outline map of the world and label the continents and oceans.</p>	<p>RE - Use the videos to find out more about the different parts and uses of a mosque.</p> <p>https://www.youtube.com/watch?v=MbDI6QnpqWM</p> <p>https://www.youtube.com/watch?v=GWi7plHFJI8</p> <p>Write a short description of each part of the mosque mentioned in the video. You could accompany these descriptions with pictures if you wish.</p>	<p>Music - Go to the Norfolk Music Hub website and work through the assignments.</p> <p>https://www.norfolkmusicclub.org.uk/yumu/login</p>	<p>PSHE - Watch the videos that explore teamwork and use the questions to help you discuss the importance of teamwork and what you have learnt. Make notes about your discussions with someone in your household.</p> <p>https://www.bbc.co.uk/bitesize/articles/zdq3bdm</p> <p>Or</p> <p>Think about what your strengths are and how you could apply that to working as a team.</p> <p>Discuss the reasons for</p>	<p>Geography - Use compass points, the grid and direction instructions to work out which place the route takes you to.</p> <p>Or</p> <p>You could draw your own grid with places on and write the directions of the route you'd need to take to get there.</p> <p>(See Google Classroom and Class Dojo for grid).</p>



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				your choice and how you think you could apply your skills to a particular scenario - for example, how would you work as a team to organise a party?	
SPAG*	Words with an /ear/ Sound Spelt 'ere' Write the following words correctly in a sentence: sincere, interfere, sphere, adhere, severe.	Words with an /ear/ Sound Spelt 'ere' Write the following words correctly in a sentence: persevere, atmosphere, mere, hemisphere, austere.	Write all of your spelling words in alphabetical (ABC) order.	Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.	Get someone to test you on this week's spellings.



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Year 6																																																																									
	Day 1	Day 2	Day 3	Day 4	Day 5																																																																				
Maths	<p>We will be learning the difference between an expression like $x + 5$, which can take different values depending on the value of x, and an equation like $x + 5 = 11.2$ where x is a specific unknown value we can work out.</p> <p>Look at this table:</p> <p>Amir represents a word problem using cubes, counters and algebra.</p> <table border="1"> <thead> <tr> <th>Words</th> <th>Concrete</th> <th>Algebra</th> </tr> </thead> <tbody> <tr> <td>I think of a number</td> <td></td> <td>x</td> </tr> <tr> <td>Add 3</td> <td></td> <td>$x + 3$</td> </tr> <tr> <td>My answer is 5</td> <td></td> <td>$x + 3 = 5$</td> </tr> </tbody> </table> <p>Answer these questions: What does the cube represent? What do the counters represent? Now fill in this table:</p> <p>Complete this table using Amir's method.</p> <table border="1"> <thead> <tr> <th>Words</th> <th>Concrete</th> <th>Algebra</th> </tr> </thead> <tbody> <tr> <td>I think of a number</td> <td></td> <td></td> </tr> <tr> <td>Add 1</td> <td></td> <td></td> </tr> <tr> <td>My answer is 8</td> <td></td> <td></td> </tr> </tbody> </table> <p>Design your own 'think of a number' problems</p>	Words	Concrete	Algebra	I think of a number		x	Add 3		$x + 3$	My answer is 5		$x + 3 = 5$	Words	Concrete	Algebra	I think of a number			Add 1			My answer is 8			<p>Answer these questions: What's the difference between an expression and an equation?</p> <p>expression $4x + 2$ equation $4x + 2 = 100$</p> <p>What's the difference between a formula and an equation?</p> <p>Formula: $P = 2l + 2w$ (perimeter of rectangle = $2 \times \text{length} + 2 \times \text{width}$)</p> <p>Equation: $4a + 12 = 60$</p> <p>Write equations for these:</p> <ul style="list-style-type: none"> A book costs £5 and a magazine costs £n. The total cost of the book and magazine is £8. Write this information as an equation. Write down algebraic equations for these word problems. <ul style="list-style-type: none"> I think of a number, subtract 17, my answer is 20 I think of a number, multiply it by 5, my answer is 45 	<p>Solve these:</p> <p>1a. Use the equation below to fill in the gaps in the information. $p + 3 = 8$ I think of a number, I add <u> </u> to it and my answer is <u> </u>.</p> <p>1b. Use the equation below to fill in the gaps in the information. $x - 4 = 10$ I think of a number, I subtract <u> </u> from it and my answer is <u> </u>.</p> <p>2a. Circle the equation that matches the information below. Uam thinks of a number. He multiplies it by 4. His answer is 8. A. $n - 8 = 4$ B. $8n = 4$ C. $n + 4 = 8$ D. $4n = 8$</p> <p>2b. Circle the equation that matches the word problem below. Tina thinks of a number. She multiplies it by 3. Her answer is 9. A. $n - 9 = 3$ B. $3n = 9$ C. $9n = 3$ D. $n \div 3 = 9$</p> <p>3a. I think of a number, I subtract 9 from it. My answer is 4. The equation below is incorrect. It does not match this information. Circle the error. $n + 9 = 4$</p> <p>3b. I think of a number, I divide it by 2. My answer is 10. The equation below is incorrect. It does not match this information. Circle the error. $n - 2 = 10$</p> <p>4a. Complete the equation below to match the information. $p \div \square = 2$ There are some pencils in a pot. Ollie shares them equally between 3 pots. There are 2 pencils in each pot.</p> <p>4b. Complete the equation below to match the information. $j + \square = 9$ I have some stick insects. I'm given 4 more for my birthday. I now have 9 stick insects in total.</p> <p>7a. I think of a number, I multiply it by a half. My answer is 6. The equation below is incorrect. It does not match this information. Circle the error. $\frac{1}{4}n = 6$</p> <p>7b. I think of a number, I add 7 and a half. My answer is 18. The equation below is incorrect. It does not match this information. Circle the error. $n - 7\frac{1}{2} = 18$</p> <p>8a. Complete the equation below to match the information. $e \div \square = \square$ Farmer Jones divides his eggs equally between 6 boxes. There are 5 eggs in each box.</p> <p>8b. Complete the equation below to match the information. $4r - \square = \square$ Marley buys 4 rubbers. The shopkeeper gives her a 5p discount. She pays 15p.</p>	<p>Form equations using these scenarios and the ones posted on GC and CD.</p> <p>Grace has n sweets. Lucy has 4 sweets more than Grace. Therefore the equation for how many sweets Lucy has is $n + 4$ sweets.</p> <p>Ryan has 2 sweets less than Grace. The equation would be... n</p> <p>Jake has 3 times more sweets than Grace. Therefore the equation would be...</p> <p>Fill in this table:</p> <p>Nellie the Elephant is n Years old</p> <table border="1"> <thead> <tr> <th></th> <th>English Expression</th> <th>Algebraic Expression</th> <th>Age, if Nelly is 16 years old</th> </tr> </thead> <tbody> <tr><td>1</td><td>John is 3 years older</td><td></td><td></td></tr> <tr><td>2</td><td>Sue is 4 years younger</td><td></td><td></td></tr> <tr><td>3</td><td>Fran is 5 years older</td><td></td><td></td></tr> <tr><td>4</td><td>Phillip is 6 years younger</td><td></td><td></td></tr> <tr><td>5</td><td>Mark is twice Nellie's age</td><td></td><td></td></tr> <tr><td>6</td><td>Ruth is half Nellie's age</td><td></td><td></td></tr> <tr><td>7</td><td>Lucy is 2 times older plus 3</td><td></td><td></td></tr> <tr><td>8</td><td>Sam is 4 times older plus 2</td><td></td><td></td></tr> <tr><td>9</td><td>Toby is 3 times older minus 2</td><td></td><td></td></tr> <tr><td>10</td><td>Dumbo is 3 times older plus 2</td><td></td><td></td></tr> </tbody> </table>		English Expression	Algebraic Expression	Age, if Nelly is 16 years old	1	John is 3 years older			2	Sue is 4 years younger			3	Fran is 5 years older			4	Phillip is 6 years younger			5	Mark is twice Nellie's age			6	Ruth is half Nellie's age			7	Lucy is 2 times older plus 3			8	Sam is 4 times older plus 2			9	Toby is 3 times older minus 2			10	Dumbo is 3 times older plus 2			<p>Solve these reasoning problems:</p> <p>Eva spends 92p on yo-yos and sweets</p> <p>She buys y yo-yos costing 11p and s sweets costing 4p.</p> <p>Can you write an equation to represent what Eva has bought?</p> <p>How many yo-yos and sweets could Eva have bought?</p> <p>Can you write a similar word problem to describe this equation?</p> <div style="border: 1px solid blue; padding: 5px; display: inline-block;"> $74 = 15t + 2m$ </div> <p>Rosie thinks of a number. She adds 7 and divides her answer by 2</p> <p>Teddy thinks of a number. He multiplies by 3 and subtracts 4</p> <p>Rosie and Teddy think of the same number. Rosie's answer is 9 What is Teddy's answer?</p> <p>Rosie and Teddy think of the same number again. This time, they both get the same answer.</p> <p>Use trial and improvement to find the number they were thinking of.</p>
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Bluebell Home Learning



Week Commencing: 18th May

Theme for the Week: Giving

English	<p>We have been learning about the introduction to a balanced argument. The introduction of a balanced argument is designed to outline what the argument is about and give some background information to the issue.</p> <p>Using the text provided plan introduction for a balanced argument on one of these issues:</p> <p>Should animals be kept in zoos?</p> <p>Should all lessons be completed on a computer?</p> <p>Should junk food be banned?</p> <p>Should school uniform be banned?</p> <p>Feel free to come up with your own if you prefer.</p> <p>Use the planning template on GC and CD to help.</p> <p>You can make up facts and figures if you want to.</p>	<p>Using your planning from yesterday, write your introduction to your balanced argument.</p> <p>Use the checklist on GC and CD to ensure it has all the features it needs.</p> <p>Send it to me: brudd41rd@nsix.org.uk</p>	<p>Balanced Arguments:</p> <p>Read the second paragraph of the balanced argument. Answer these questions again about this paragraph:</p> <p>Does it argue only one point?</p> <p>How would you sum it up in 10 words?</p> <p>Can you list 3 things that you learnt in the introduction?</p> <p>What is the purpose of this paragraph?</p> <p>What is the audience for this text?</p> <p>How do you feel about this introduction?</p>	<p>Use the checklist on GC and CD to annotate and highlight the features of the second paragraph of the text.</p> <p>Can you add any features of your own to it?</p> <p>Fill in the second column with what effect this feature has on the reader.</p>	<p>Read the examples of balanced arguments posted on GC and CD.</p> <p>Rank them in order of effectiveness.</p> <p>Create a toolkit for writing a balanced argument. An example will be posted on GC and CD to help you.</p>
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Bluebell Home Learning



Week Commencing: 18th May

Theme for the Week: Giving

Topic

RE:
The focus is on Hindu Gods and Goddesses.



Look at the picture of a gift. Write down any thoughts or ideas that you have about it.
Now do the same with this picture:



How did your ideas and thoughts differ depending on the present? Why do you think that? Do they make you think of anyone in your life? Complete these sentences before the lesson tomorrow:

- The best gift I have ever been given was...
- The best gift I have ever given anyone was...
- If I could give someone anything in the world, I would give... to... because...

RE:
Remind yourself of The Trimurti
Brahma - the creator, source of all creation.

Vishnu - the preserver, responsible for maintaining all things good on Earth.
Shiva - the destroyer, needed because some things are harmful and these things need to be changed to allow the creation of new things.



Murti



Krishna

Krishna is a God that Hindus believe came to live on earth in many forms. When Hindu Gods or Goddesses come to Earth to teach Humans to be better they are known as avatars. Many Hindus believe that Krishna was an avatar of Vishnu. Read the story posted on GC and CD. Write down the different ways the characters feel in the story at the different points. Use the table posted on GC and CD.

RE:
Answer these questions about Sudama
Would you have acted like Sudama? Why/why not?
Would you have asked for lots of money?
Why was Krishna pleased in the story? Why did Sudama's gift please him so much.
Reflect on the importance of giving gifts that show love and thought over being expensive. Why does this make the person receiving the gift happier?
Have you ever been given a gift that was inexpensive but really meant the world to you? What was it? Why did it make you feel that way?

Fill in these sentences:

- Today we looked at the story of Krishna and Sudama.
- I think Krishna took on a human form to...
- This story tells believers that the best gift is...
- I am given gifts like this by...
- They give me...
- I can give these gifts to...
- When I...
- Looking at this story today has made me think...

Music:
Log on to charanga music.
<https://charanga.com/site/lo-g-in/>
Your details can be found in your school email account. A lesson has been set for you to complete on there.

If not, you learnt the song 'You've got a friend in me' with instruments and notes. Practice singing the song. Listen to the song carefully again and appraise it using these questions:

How would you rate this piece of music? (5 - I really love it! 1 - No, thanks!)	How would you rate this piece of music? (5 - I really love it! 1 - No, thanks!)
1 2 3 4 5	1 2 3 4 5
Write down one thing that you find interesting or special about this piece of music.	Write down one thing that you find interesting or special about this piece of music.
Write down one instrument which you think has been used for this piece of music.	Write down one instrument which you think has been used for this piece of music.

How would you rate this piece of music? (5 - I really love it! 1 - No, thanks!)	How would you rate this piece of music? (5 - I really love it! 1 - No, thanks!)
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French:
Remind yourself of the different places that you can live. Listen to the video and stop and pause to repeat the phrases.
https://www.youtube.com/watch?v=wTMiO3mybkM&disable_polymer=true
Learn the French pronouns using this video:
<https://www.youtube.com/watch?v=xzlyDXNuZ9g>
Repeat the different pronouns in french. Some songs:
<https://www.youtube.com/watch?v=h-X04ipXRtE>
<https://www.youtube.com/watch?v=3iqnCX9wF8c>

Make your own version of this poster:





Bluebell Home Learning



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SPAG*	Spelling test on GC or get someone to test you at home.	Write out your new spellings 10 times in your best joined handwriting. determined, develop, dictionary, disastrous and embarrass.	Research and use your spellings in a sentence Or Create a crossword or wordsearch with them.	Revision: Listen to this song: https://www.youtube.com/watch?v=FK2Gyto5gTQ Write down the subordinate conjunctions you hear in the song. Use them in the sentence.	Revision: Watch this video to find out about what a main and subordinate clause is. https://www.youtube.com/watch?v=BT1HhMcB8aw Highlight the main and subordinate clauses in the sentences posted on GC and CD.