

Summer term Week 4: Week commencing 11th May 2020

Reading



Task 1: Reading speed and questioning

Please continue to read on **Reading Plus**. It is very useful and fun website that will help you make progress with your reading!

Everyone in the juniors should now have a login for Reading Plus.

Please see the guide some of our Year 6 children made on our Reading Curriculum page if you are struggling to log on.

Task 2: [Reading-Plus-Guide-for-Northcote-Parents](#)

Now that the weather is nice, continue to make sure you are using some time to sit **and read in the sunshine**. Although we cannot go out to different places, reading is able to transport us to wherever our imagination takes us.

Try to vary what you read. You may want to use this challenge from Everton Football club to help you:



<http://www.liverpoollearningpartnership.com/reading/evertton-in-the-community-reading-bingo/>

Task 2: Reading for pleasure.

This week, we would like you to answer the following question:

We would like you to design and label your dream reading space with people at home. Think about the following when you are designing your space:



- Would it be indoors or outdoors?
- Would it have a theme? E.g. Jungle?
- How would you ensure that people were comfortable when reading?
- What type of books would you have in there?

As always, we would love to see your designs!

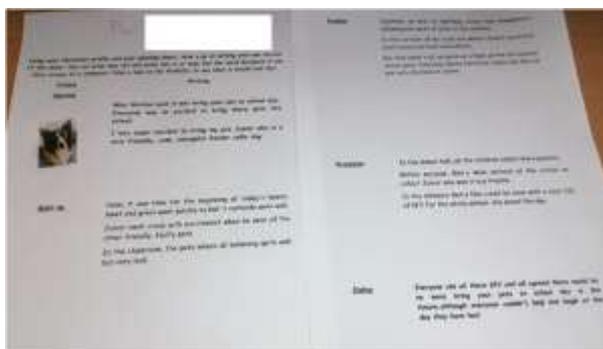
Please tweet your designs to @NorthcoteSch or email them to a.gladwinfield@northcote.liverpool.sch.uk

Who knows, you may even be inspired to create a reading space at home with your families!

Writing



<p>What does your pet look like? (Use your drawing to help you)</p> <p>She has white fluffy fur and a cute button nose and her whole fluffy ears.</p>	<p>What kind of personality does your pet have? (e.g. Funny? Mischievous? Lazy?)</p> <p>Real, funny, lazy, crazy, mischievous, kind and energetic.</p>	<p>Picture</p> <p>Describe</p> 	<p>Writing</p> <p>Miss Weston told everyone in her class it was bring your pet to school day. The next day everyone gathered in the playground to see all the different type of pets.</p>
<p>My pet's name is _____</p> <p>Draw a picture of your pet below</p> 	<p>How does your pet act? (e.g. Funny? Mischievous? Lazy? Nervous? Shy?)</p> <p>Real, Mischievous, funny, lazy.</p> <p>Lazy</p> <p>Shy</p> <p>Mischievous</p> <p>Her tail wags most of the time.</p>	<p>Build-up</p> 	<p>Missy got bored and she started barking and jumping up on my best. Mia told Missy to get a good girl and sit next to me.</p>
<p>What are your pet's favourite things to do? Write down at least three things you think it would get up to at school.</p> <p>Start with excitement because she is making friends</p> <p>Bumping around after everyone</p> <p>Being people's best and liked</p> <p>Lay on the table and get to sleep</p>		<p>Problem</p> 	<p>At dinner time there was a big problem. Missy got very excited with the smell of all the food and Missy started jumping up on all the table. Missy started stealing the other children's food off their plates. Other children's pets started to join in with Missy the dinner hall was mayhem.</p>
		<p>Resolution</p> 	<p>Miss Weston shouted for me to get my dog under control and for the other children to get their pets under control.</p>
		<p>Ending</p> 	<p>All of the pets got sent home early bring. Your pet to school day is cancelled forever.</p>



We are now going to start a new topic: Language Play (Poetry).

Over the next few weeks, we are going to be exploring different types of poetry and writing some of our own!

This week, we are going to focus on a type of poetry called a riddle.

Riddles

What is a Riddle?

A riddle is a question or statement that describes something without actually naming what it is, leaving the reader to guess.

A riddle is a puzzling question or problem that we want to explain and solve.

Riddles can be about anything: food, animals, clothes, weather, people, school, family.....

Riddles can be funny or silly, short or long, difficult or easy, challenging or tricky.

Have Fun!

Watch the video below to find out more about what a riddle is:

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z84p97h>

Task 1: Read and solve riddles

Take a look at the riddle poems below.

Carefully **read the clues aloud** and then try to **work out the answers** with someone at home. **Answers will be revealed next week!**

Riddle 1

I am a snowman's nose,

And a reindeer's Christmas Eve treat.

I'm good to eat, but crunchy when raw.

I am Bugs Bunny's favourite food.

What am I?

Riddle 2

I can whistle but I don't have a mouth.

I can move objects but I don't have arms.

I can be felt but I cannot be seen.

I blow leaves off trees.

What am I?

Riddle 3

I can talk though I have no mouth.

I can play music, but I have no hands.

I am often in cars, but I can't drive.

What am I?

ANSWERS WILL BE GIVEN NEXT WEEK!

Extension:

Can you learn one of the riddles off by heart and perform it to an audience at home?

Remember to use an expressive voice and actions to create suspense and keep your audience interested!

Task 2: Finding the key features of a riddle

Now that you have read a few riddle examples, we are going to **look at them in more detail and pick out some of the key words and phrases.**

Click on the PowerPoint below and read the information carefully:

[English - Task 2](#)

Main Activity:

Using the first example on the sheet to help you, colour in each language feature on the second riddle:

[Task 2](#)

Task 3: Planning and writing your own riddle

Now that you know what a riddle is and you have identified the structure and key features, it's time to **have a go at writing your own!**

Read through the PowerPoint below and then write at least one riddle on your own or with an adult. You can also use the sentence starters and the word bank below to help you if you wish!

[English - Task 3](#)

I have _____

I am _____

I love to eat _____

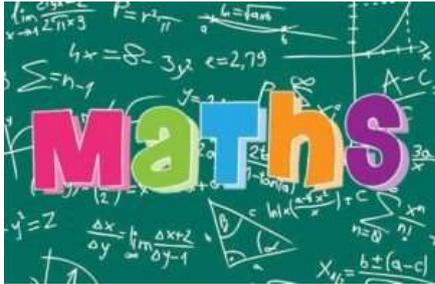
I move like a _____

What am I?

[Task 3 Word bank](#)

We would love to see your riddles! Don't forget to tweet your work to @NorthcoteSch or email it to a.gladwinfield@northcote.liverpool.sch.uk

Maths: division



This week, I would like you to practise divisions.

Example:

$12 \div 3 = ?$ (Remember this calculation is asking how many 3s are in 12. Count in 3s until you get to 12)

TASK 1: Try some divisions with no remainders. Questions 9 and 10 are a little bit tricky!

1. $15 \div 3 =$
2. $20 \div 4 =$
3. $27 \div 3 =$
4. $32 \div 4 =$
5. $16 \div 4 =$
6. $33 \div 3 =$
7. $18 \div 3 =$
8. $24 \div 4 =$
9. $30 \div 6 =$
10. $42 \div 6 =$

Sometimes divisions have remainders. A remainder is when there are some left over.

Example:

$13 \div 4 = 3 \text{ r } 1$ If I count in 4s, I cannot get to 13! I can only get to 12 (4, 8, 12). This means there is one remainder.

$22 \div 4 = 5 \text{ r } 2$ If I count in 4s, I cannot get to 22! I can only get to 20 (4, 8, 12, 16, 20) This means there are two remainders.

TASK 2: Try some divisions with remainders. Questions 9 and 10 are tricky!

1. $16 \div 3 =$
2. $17 \div 4 =$
3. $22 \div 3 =$
4. $18 \div 4 =$
5. $22 \div 4 =$
6. $19 \div 3 =$
7. $20 \div 3 =$
8. $26 \div 4 =$
9. $31 \div 6 =$
10. $43 \div 6 =$

TASK 3:

How many triangles can be made from these matches? How many matches left over?

13 16 matches		16 34 matches
14 20 matches		17 30 matches
15 37 matches		18 11 matches

TASK 4:

How many squares can be made from these matches? How many matches left over?

19 18 matches		22 38 matches
20 23 matches		23 41 matches
21 31 matches		24 47 matches

TASK 5: Try some word problems

1. Thirteen cakes are shared equally among 4 children. How many cakes did each child get? Were there any remainders?
2. A group of 26 dancers are organised into groups of 4. How many full groups of 4 can be created?
3. Bananas are sold in packs of 5. How many packs do I need to buy if I need 32 bananas?
4. A school party of 35 children are to travel on a steam 4 children can fit into each compartment. How many compartments will be needed?

Answers from last week:

TASK 1:

1. $17 \times 3 = 51$
2. $26 \times 5 = 130$
3. $19 \times 2 = 38$
4. $23 \times 4 = 92$
5. $35 \times 4 = 140$
6. $42 \times 4 = 168$
7. $33 \times 5 = 165$
8. $38 \times 3 = 114$
9. $42 \times 5 = 210$
10. $34 \times 4 = 136$

TASK 3:

1. $17 \times 4 = 68$
2. $14 \times 5 = 70$
3. $19 \times 4 = 76$
4. $24 \times 3 = 72$

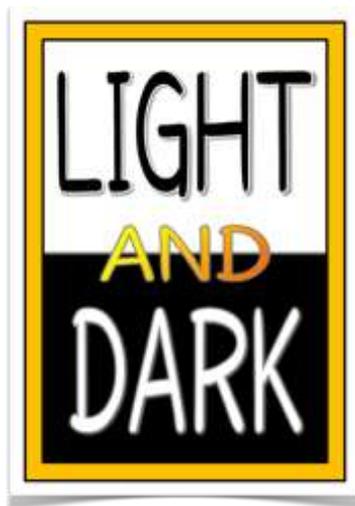
TASK 4:

1. Which is more? $3 \times 43 = 129$ or $4 \times 34 = 136$
2. Which is more? $4 \times 21 = 84$ or $2 \times 41 = 82$
3. Which is more? $5 \times 36 = 180$ or $3 \times 56 = 168$
4. Which is more? $4 \times 52 = 208$ or $5 \times 42 = 210$
5. Which is more? $3 \times 61 = 183$ or $6 \times 31 = 186$

TASK 5:

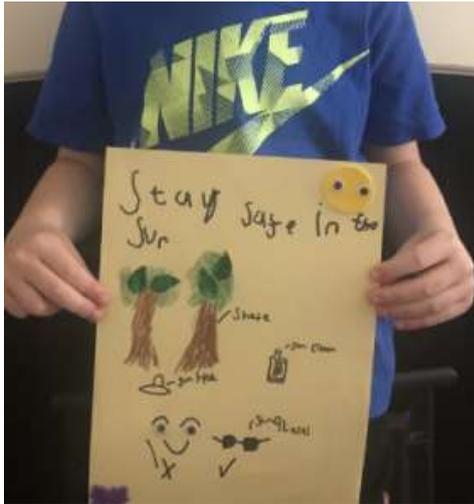
Multiply 13 by 4. Now multiply 26 by 4. Look at the two numbers. Can you explain what you notice? The answer is double because 26 is double 13

Science: Light



This half term, our new Science topic is **Light!**

Last week, we looked at **Sun Safety**. Take a look at the great work we received!



This week, we are going to be looking at **making shadows**.



Read through the information in the PowerPoint below, clicking on the links to watch the videos and completing the tasks/activities as you move through the slides.

[Light- Lesson 4](#)

Introductory activity: Shadow Walk (see PowerPoint for details)

Mini Activity 1: Looking at how light travels (see PowerPoint for details)

Mini Activity 2: Transparent, translucent and opaque object treasure hunt (see PowerPoint for details)

Mini Activity 3: What's the use? (see PowerPoint for details)

Main activity: Investigating the best material for curtains (see PowerPoint and activity sheet below for details)

Science main activity

EXT: In preparation for next week, look at an object outside on a sunny day at 9am, 12pm and 3pm. What do you notice about the shadow?

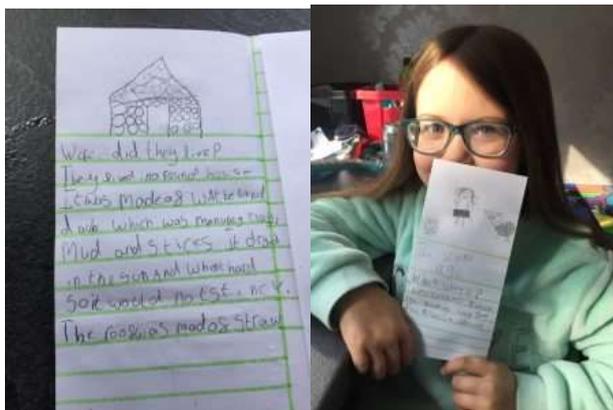
Humanities - History: The Stone Age

Neolithic Period



Last week you looked at the middle of the Stone Age (Neolithic period) and how hunter gatherers soon became farmers.

A big well done to those who sent fantastic work to me! See some super examples of work below:



This week, I would like you to explore what life was like in the Neolithic period.

[Stone Age lesson 4 neolithic life and stonehenge](#)

TASK 1 - See slide 12

Split your page into 2 to compare a modern day house and a house from the Neolithic period. What are the differences? What are the similarities? What do you notice about each house?

TASK 2- Research Stonehenge.

D and T

In D&T this half term, we will be focusing on the topic '**Healthy and varied diet**'.

Over the last few weeks, you designed, made and evaluated your own healthy fruit salads- we hope you enjoyed it!

Take a look at some of the healthy (and tasty!) fruit salads you have made over the past few weeks:



Over the next few weeks, we are going to be **designing, making and evaluating** a **stripy, salad pot** using seasonal vegetables.



Fruit and vegetables are an essential part of a healthy diet but **what is the difference between them?**

Fruit grows from the flower of a plant and contain seeds e.g. apples.

Most vegetables include roots, stems and leaves e.g. cabbage.

Task 1 - Fruit and vegetable sorting activity

- Cut out the pictures
- Name the fruit or vegetable in the picture
- Decide whether it is a fruit or vegetable
- Sort it into the correct pile, explaining why using the above explanations to help you

Vegetable sorting game

- Now that you have sorted the pictures, look at each one and discuss the following questions with a partner:
- Have you ever tasted it?
- Did you like or dislike it?

Task 2 - Tasting and investigating different vegetables for your salad

Now that you are more familiar with different vegetables, it is time to **taste them**.

THIS TASK WILL INCLUDE TASTING THE VEGETABLES SO MAKE SURE YOU ONLY TRY VEGETABLES THAT YOU ARE NOT ALLERGIC TO.

PLEASE COMPLETE THIS ACTIVITY WITH AN ADULT- THE VEGETABLES MAY NEED TO BE PREPARED BY AN ADULT.

1. **Choose at least 5 or 6** from the following list (or use vegetables that you already have in the house) and prepare bite-size pieces **safely with adult**.

2. Now complete the activity sheet below:

- Raw, peeled carrot
- Sweetcorn
- Raw, sweet bell peppers
- Cucumber
- Raw tomato
- Lettuce
- Spinach
- Celery
- Raw white or red onion
- Spring onions
- Spinach
- Radishes
- Courgette

[Vegetable investigation](#)

Task 3- Creative combo activity

Now that you have tried some of the vegetables **on their own**, you need to **decide which ones taste the best together for your salad.**

1. **With help from an adult, carefully cut a small piece from each sample and taste all of them at the same time.**
2. **Complete the sheet below to help you decide how to make the vegetables taste and look better in your stripy salad pot.**

[Creative Combo Vegetable Salad Pot Sheet](#)

Task 4- Vegetable 'What am I?' game

Using the cards below, take it in turns to read out a clue to a partner. Your partner needs to try and guess which vegetable you are describing.

[What Am I game](#)

EXT: Can you think of your own clues based on other vegetables you have tried? Add them to the game!

Spanish- recap animals and adjectives



I am super proud to be sent such fantastic examples of work from last week! It is fantastic to see you using and practising your language skills!



Have a look and participate in Marina's online lesson: <https://drive.google.com/file/d/1OgCiKiOM5YyECYjwYWCeyIETwNsopfGv/view?usp=sharing>

Look at the following animal vocab in Spanish. Write the correct animal in English next to each word. Draw a picture next to each word.

Un perro

Un gato

Un elefante

Un león

Un camello

Un mono

Un hámster

Un pez

Una serpiente

Una jirafa

Una rana

Complete the sheet below which looks at animals and adjectives. Use the vocab below to help if needed.

Spanish animals and adjectives

Vocab to help if needed:

Small	Pequeño/a
Tall	Grande
Medium-sized	Mediano/a
Grumpy	Gruñón/a
Scary	Espantoso/a
Naughty	Travieso/a
Restless	Agitado/a
Perfect	Perfecto/a
Fierce	Feroz

Computing- E-safety



TASK 1

Play the game on the following website:

https://www.thinkuknow.co.uk/8_10/

Answer the e-safety problems correctly as you go!

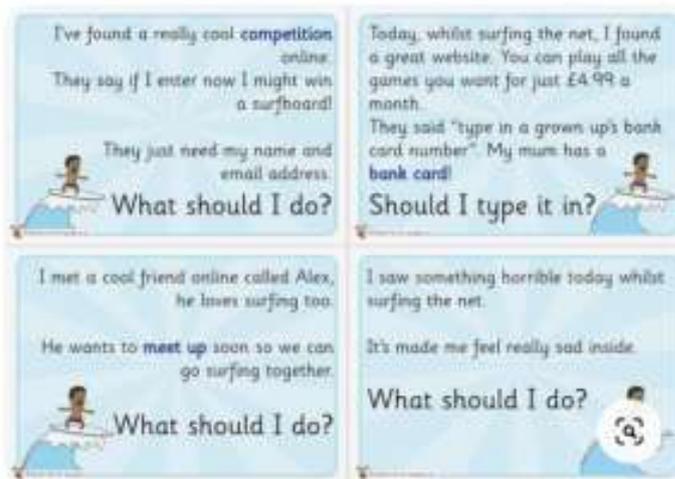
TASK 2

Think about what you must do to keep safe online.

Create a poster or tell a grown up what you must do to stay safe online.

TASK 3

Look at the following problems below. What should they do to solve each of the problems?



PE- Foot-eye-coordination / compare performances against previous ones to demonstrate improvement



Objective: foot-eye-coordination/compare performances against previous ones and demonstrate improvement to achieve your personal best.

Task: In one minute, do as many 'Side to sides'/'shuffles' as you can. Record how many you get each day and see if you can improve daily.

I've put a link here if you need help with these:

<https://m.youtube.com/watch?v=dRpftPv5hA>

Other resources to keep active:

Joe Wickes has been doing a session every day to help keep our bodies healthy while we are at home.

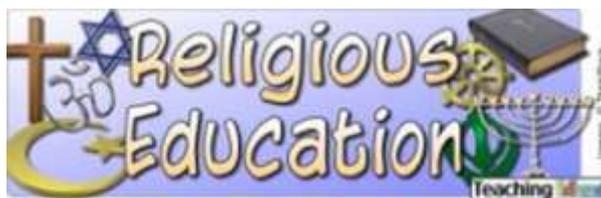
https://www.youtube.com/playlist?list=PLyCLOPd4VxBuHn84_as427AwkVpahrqi

Alternatively, Oti Mabuse is doing daily dance classes. The lessons focus on fun movements that everyone can master!

<https://www.youtube.com/user/mosetsanagape/videos>

If you need to stretch or relax, try some yoga.

<https://www.youtube.com/user/CosmicKidsYoga>



NATRE (The National Association of Religious Education) have organised a competition that can be completed at home. The competition is based on **Spirited Arts and Spirited Poetry**.

Task: I hope you had chance to sketch some of the art pieces last week. This week we are going to look at some poems. Look at these examples and see if you can write your own poem about God.

Keywan, age 8.

Hide and Seek With God

Dad, is God real because if She is where is She?

No son he is everywhere, He's a He, for goodness sake and He doesn't have a key.

If God is everywhere, Dad, is He right next to me?

No son, I didn't mean that, I meant He's in heaven watching all over us.

Where's heaven, Dad?

<https://www.youtube.com/watch?v=EK7jiP8cNfM&feature=youtu.be>

Amand, age 7.

God In My Dance

When the music starts I feel free and happy

and the emotions that I have are so amazing and the suit feels fluffy

and soft and some of the moves I do is pike and also straddle and many more

When I dance I feel closer to God in every step I do

It's like he's always there in school

he is always supporting me

I am so lucky to have him in my life and in my heart

PSHE



This week, our theme for PSHE is **VE Day**.



Since 1945, the end of World War Two in Europe has been marked by Victory in Europe Day, better known as VE Day. On 8th May 1945, Prime Minister Winston Churchill made an announcement on the radio at 3pm that the war in Europe had come to an end, following Germany's surrender the day before. This year, the 8th May 2020 marked 75 years since the first VE Day!

Until the current Covid-19 crisis struck, there had been plans to stage celebratory events and street parties in many places. Sadly, this has all had to be cancelled but many chose to celebrate virtually; holding video parties, decorating their homes or baking to celebrate whilst in lockdown!

Take a look at this clip to learn more about the importance of VE day:

<https://www.standard.co.uk/news/uk/ve-day-2020-date-about-lockdown-celebrations-a4429631.html>

Task 1: Complete a drawing of the 1945 VE Day celebration

Carefully read the extract below. It is an extract from a poem written by Jack Woods, a 12 year old evacuee at the time of the original VE Day.



The war is won. It's VE day.
A wild excitement fills the air.
Grown-ups busy, children play
among the tables, standing there
in roads bedecked with myriad flags
and bunting hung across the street.
Women dressed in their best 'rags'
pile tables high with things to eat.
Men pull rafters from a bomb site,
building a gigantic fire.

Can you imagine how it felt hearing such positive news about the end of the war nearing?

Use the description to draw a picture of what you think the VE Day celebration might have looked like.

We would love to see your drawings of the VE Day celebration. Don't forget to tweet your work to @NorthcoteSch or email it to a.gladwinfield@northcote.liverpool.sch.uk

Task 2: Write a short diary entry

Now that you have drawn what you think the VE Day celebration might have looked like, use it to write a diary entry from the point of view of somebody who was there.

What did you see?

What did you hear?

What did you smell?

How did you feel?

You may want to use the writing frame below to help you:

Dear Diary,

You will never believe the day I've had!

It all started when we received the news that the war in Europe had finally ended! Celebrations started immediately! I felt so _____ because _____.

All around me, I could see _____, _____ and _____.

The smell of _____ and _____ wafted up my nose.

The sound of _____ and _____ echoed in my ears. What a wonderful day!

I'm going to bed now, I'm so exhausted from all the celebrating!

Music- listening and appreciating music



Click on the link below to find your weekly Music activity. Watch the Ten Pieces film and complete the creative activity described on the website.

<https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>