

English

Reading LO: To use retrieval and inference in my reading.

1. Read through the following passage from James and the Giant Peach by Roald Dahl. For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.

‘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.

They 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.

2. Read the page out loud to the adult you are working with. Then try to answer as many of these questions as you can before checking with your adult.

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

Encourage your child to write the full answers down ensuring they can explain themselves clearly using evidence from the text.

Writing LO: To write a character description from a story.

Look closely at the text again and choose one of the aunts.

Use this template to help you plan what to write about the character.

What is she saying?

What is she thinking?

What is she feeling?

How does she react to what is happening?

Remember, you can use the feelings words from the Picture News section to help you find interesting words.

You should aim to write at least one paragraph to describe your character for your reader and don't forget to use your imagination. If you can't find an idea from the passage, make it up!

Extension/ additional writing.

Describe the other Aunt in the passage and compare them. Are they the same in any ways? How are they different?

Maths

LO: To identify and write fractions

LO To identify unit and non -unit fractions

This week in maths sessions we will be focusing on an introduction to fractions, how to write them and what is a unit fraction (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) and non-unit fraction (e.g. $\frac{3}{4}$, $\frac{4}{6}$, $\frac{2}{3}$).

Try the resources, games and clips on this page as an introduction:

<https://www.bbc.co.uk/bitesize/articles/zd8mt39>

When you are confident and feel ready, move on to these different resources for explanations and practice with unit fractions:

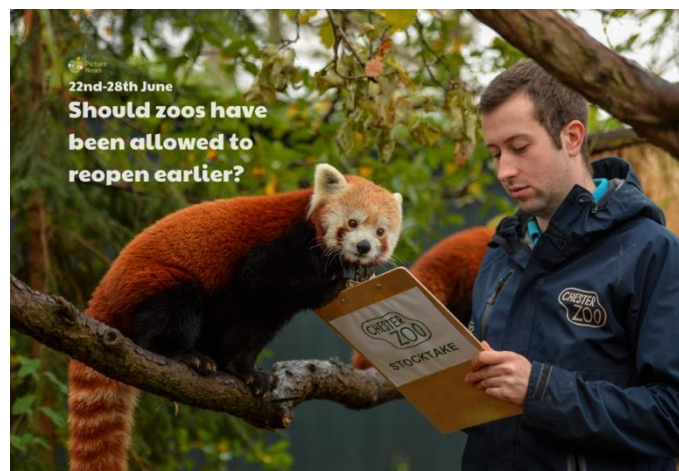
<https://www.bbc.co.uk/bitesize/articles/zhgxbk>

You can also click [HERE](#) to watch a video which explains and works through examples.

Then work through at your own pace, using [this sheet](#). You can even check your answers to see how you did!

Choose your challenge based on how confident you feel with this. Don't move on until you feel ready and remember, start small with your numbers and build them up as you gain confidence.

Picture News



1. What is the question in this picture? What do you think it means?

Now watch [this Newsround report](#) with an adult.

2. How do you think the people involved in the story feel?



How does it make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distracted distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

3. What do you think about this week's story? How does it make you feel?

4. Have you ever been to a zoo? When was it? What was it like?

5. What have you learned from this week's story?

There are many reasons why we have zoos. Can you find out about two or three of them?

Do you agree with zoos?

Share your thoughts on our online discussion board: www.picture-news.co.uk/discuss

Topic – Rivers & Oceans

Over the next few weeks, we will be looking at two of the major features on our planet and learning about how they are made and what creatures inhabit these places.

Week three: Rivers

Lesson one LO: To be able to name some of the major rivers of the world.

With your child, discuss what a river is. Do they the names of any? From a different country?

Read through [this page](#) together and see if you can find some of the rivers mentioned on Google Earth or in an atlas.

What is your favourite famous river fact?

Lesson two: LO To know the main features of a river

1. Watch this [video about rivers](#) and talk about what words are used to describe the key parts of a river (source, mouth, etc), . Are there any words you don't know or understand?

2. Make a mini dictionary or glossary about the features of a river.

You can use [this page](#) to help with the meaning and spelling. Don't forget to include some sketches too – make it colourful and interesting!

Lesson three- LO: To use the internet to research effectively

Using the internet, choose one of the world rivers and write a fact file about it.

If you can, copy a picture and include it with your work.

The information should include:

- Where does it flow?
- Length
- Where does the mouth empty into?
- What continent is it on?
- An interesting fact you have found out – Did you know....?