

English

Reading LO To infer character's feelings, thoughts and motives from their actions, and explain in detail, using evidence from the text.

1. Choose a passage in your current reading book. A page should do it. For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.
2. Read the page out loud to the adult you are working with. Ask your child questions about what they have just read. Try and make it a mix of questions that require them to 'retrieve' the answer. The answers to these questions should be reasonably easily found in the text.
3. Try some more challenging questions which require your child to really understand what they have read. These 'inference' questions could be about how the character is feeling and importantly must be followed by 'how do you know?'

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



Writing LO To write a spooky setting at the start of a story.

In writing, we will be planning and writing a spooky setting for a story. Have a go at finding your own setting or use the one provided here.

Make sure before you start writing that you think carefully about describing the setting using the five senses and imagining how you would feel in this situation.

Use the following examples from year 6 writers to support your writing.

<http://cohort2010.woodfieldblogs.co.uk/2015/10/09/spooky-story-openers/>

You should aim to write at least two paragraphs to set the scene for your reader and really give them chills!

Extension/ additional writing.

Choose one room from the house in the picture and describe what it's like to stand inside.

## Maths

LO Add together two numbers using expanded column method or column method (3 or 4-digit)

LO Subtract numbers using expanded column subtraction or column method (2 or 3-digit)

This week in maths sessions we will be focusing on formal addition and subtraction methods

Try these different resources for explanations and to remind yourself:

Addition:

[https://www.youtube.com/watch?time\\_continue=100&v=np1UzwwJ7JE&feature=emb\\_title](https://www.youtube.com/watch?time_continue=100&v=np1UzwwJ7JE&feature=emb_title)

<https://www.youtube.com/watch?v=7ujcg3HAyNY>

Subtraction:

<https://www.youtube.com/watch?v=1GaztzsluY>

<https://www.youtube.com/watch?v=Y6M89-6106I>

Once you have looked at each stage, use number cards or a dice to make up your own practice sentences. Don't move on until you feel confident and remember, start small with your numbers and build them up as you gain confidence.

## Picture News



1. What is happening in this picture? Can you describe it in your own words?  
Now watch [this Newsround clip](#) up to 4 minutes 30 seconds.
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 distraught 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 experienced anything like this or come across anything like this before? When was it? Where was it?
5. What have you learned from this week's story?

Make a poster that you might display to show support for this movement.

Share your thoughts on our online discussion board: [www.picture-news.co.uk/discuss](http://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 one: Oceans

Lesson one- LO: To be able to locate several of the large bodies of water on the Earth.

Using an atlas, or the internet, find out about the seas and oceans on our planet. How many of each is there? Where are they located? If you have access to a printer, print off a map of the world and label it.

If you don't, have a go at this online exercise:

<https://www.twinkl.co.uk/resource/tg-g-08-continent-and-oceans-labelling-activity>

Afterwards, how many can you remember in 5 minutes? Challenge yourself!

Lesson two: LO To understand that oceans are made of distinct layers based on a number of factors.

1. Watch through the following Powerpoint as many times as needed. Make sure to discuss any words you do not understand with an adult and find out their meaning. Make a *glossary of the ocean* by recording these words and their meanings.

<https://www.twinkl.co.uk/resource/t2-s-1327-ks2-the-layers-of-the-ocean-information-powerpoint>

2. Divide a piece of paper as shown.

On one side, include as much information as you can find about each layer. On the other, add in the type of animals you would find at each layer. You can draw or write and choose to make it as colourful as you like.

The information can be added as words, or in full sentences.

Choose your level of challenge sensibly.

**Creatures in the Layers of the Ocean**

Layer	Animals

The Abyss  
There is no light whatsoever, so often creatures will not have eyes. They are likely to be small due to the pressure and will feed on dead matter from above.

Lesson three- LO: To apply my learning to a creative challenge.

Watch some of this video about Ocean exploration -

<https://www.youtube.com/watch?v=woTi--GCzwM>

You are an explorer with the underwater team and you have just discovered a new creature in the ocean! You must choose which layer of the ocean your creature would survive best in and say why. You must draw and label your creature, as well as giving it a name. (This could be your moment of fame – if I discovered a new creature, it would definitely have Langley as part of its name!)

You can present this as a poster, a fact file or in another, creative way, which demonstrates what you have learned about the oceans of our planet and the creatures who live there.