

English

Reading LO: To use inference in my reading.

1. Read through the following passage.

For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.

A Busy Morning

“Ouchhhh!” screamed Toby. I ran into the living room to see Toby lying on the hard, wooden floor, tears rolling down his chubby, little cheeks. Behind me, I heard my mum walk into the room.

“What have you been doing to Toby?!” she shouted, her face turning a deep red. “Go upstairs; I haven’t got time for this today.”

“But...” I started to explain.

“Upstairs. NOW,” Mum ordered. “And finish your packing. We need to leave for the airport in 20 minutes.”

I stomped up the stairs to my room. It wasn’t fair! Angrily, I started throwing things into my suitcase: sunglasses, a swimming costume, shorts, flip-flops.

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.

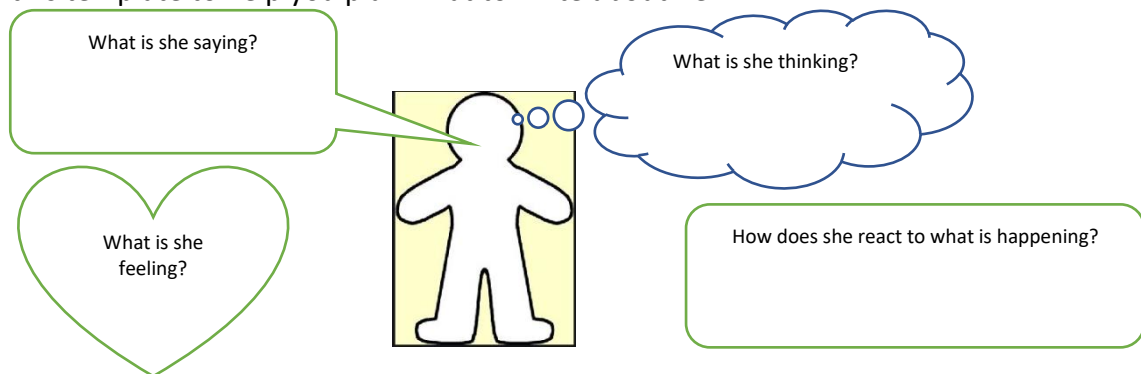
1. How is Mum feeling when she walks into the room? How can you tell?
2. What does Mum think has happened and why?
3. What do you think the relationship is between Toby and the narrator?
4. Why do you think Mum says “I haven’t got time for this today”? What is she getting ready for?
5. Where do you think the family might be going?
6. Explain what clues there are to where the family are going.

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 concentrate on the character of ‘Mum’.

Use this template to help you plan what to write about her.



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.

Who do you think the person telling the story is? Invent a name for them. Is it a boy or a girl? Compare them to Mum. Are they the same in any ways? How are they different?

Maths

LO: To simplify fractions

LO To find equivalent fractions

This week in maths sessions we will be focusing on reducing fractions to their lowest possible numerator by simplifying and then looking at different fractions which have the same (equivalent) value.

Try the resources, games and clips on this page for the first LO:

<https://www.bbc.co.uk/bitesize/articles/zfc98xs>

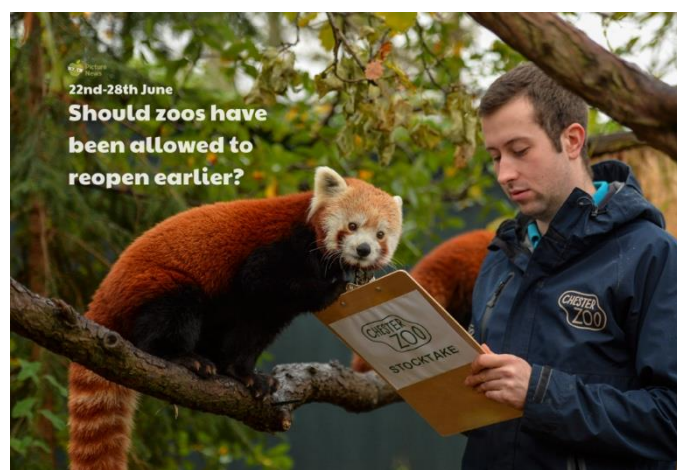
When you are confident and feel ready, move on to these different resources for explanations and practice with unit fractions:

<https://www.bbc.co.uk/bitesize/articles/zb8wqp3>

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

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](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 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....?