

English

Reading LO: To use inference in my reading.

1. Choose a page in your current reading book. It must be a story you have not read before. For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.



Jack had been climbing for most of the morning. Step after slippery step, he had made his way up to the top of the beanstalk. Several times, when the wind picked up, he had feared he might lose his footing and fall to his death. He had dared to look down on one occasion, seeing that his house was the size of an ant far below.

Now that he had finally reached his goal and clambered up to the Land of the Giants, Jack had no idea what to do next.

“FEE, FI, FO, FUM...” a voice as loud as a foghorn boomed out from high above him. Jack took a deep breath...

2. Look at this picture and read through the text with an adult.

Then try to answer as many of these questions as you can before checking with your adult.

1. Has the giant seen Jack?
2. How might Jack feel at this moment?
3. Would you rather be the giant or Jack?
4. Would you rather be a giant in a land of humans, or a human in a land of giants?
5. What/who else lives in the land of the giants?
6. Why do giants live apart from humans?

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

Writing LO: To continue a well-known narrative from a given start.

Sentence challenge!

‘Big’ and ‘small’ are adjectives to describe the giant and Jack. Can you think of synonyms (words that have the same or similar meaning) for ‘big’ and ‘small’?

Can you write a sentence to describe Jack or the giant, using some of your synonyms?

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

Jack climbed the beanstalk.

The giant stood at the top.

Jack was scared.

The giant was really big.

Can you carry on the story of Jack at the top of the beanstalk?

You can choose either to write it as the well-known version or challenge yourself to write an alternative version. How could your story be different?

Don’t forget to use some of the sentences you have improved and great descriptive sentences

Maths

LO: To compare fractions

LO To add and subtract fractions

This week in maths sessions we will continue looking at fractions

Try the resources, games and clips on this page to compare fractions:

<https://www.bbc.co.uk/bitesize/articles/zbdj7nb>

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

<https://www.bbc.co.uk/bitesize/articles/zmhr92p>

<https://www.bbc.co.uk/bitesize/articles/zdx3rj6>

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?

In year 3, you designed and made statues for spaces in the local environment this year.

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



How does it make me feel?

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

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

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

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

Find out about someone you know who you think deserves a statue for their achievements.

Write about them (a biography) and explain why you think a statue of them should be made.

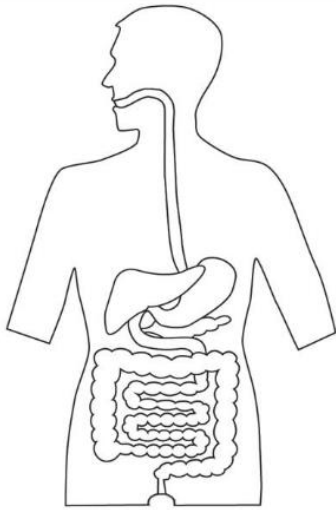
Share your thoughts on our online discussion board: www.picture-news.co.uk/discuss

Topic – Animals including humans

Lesson one: LO To name the parts of the digestive system

With your child, discuss what digestion means. Why do we do this?

Look at this [interactive page](#) to find out the different parts of the body involved in digestion.



Complete this diagram with the main digestive organs:
Remember, food passes through the mouth,
oesophagus, stomach, liver, pancreas, small Intestine,
large Intestine and rectum.

Lesson two: LO To know the functions of the digestive system

Watch [Food's incredible journey](#) to find out about how food is digested, step by step.

Add information about the main areas: mouth, oesophagus, stomach, intestine

Now use what you have learned to complete this quiz [here](#). Good luck! 😊