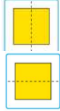
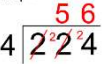


Maths			
<p>Offline: Lines of symmetry: If a shape has a line of symmetry, it means that you can cut the shape in half or fold it in half and each side will look the same. Sometimes we use a mirror to detect this too. Here is a square: it has got a <i>vertical</i> line of symmetry because it looks the same on both sides. It also has a <i>horizontal</i> line of symmetry.</p> <p>Could a square also have diagonal lines of symmetry? Show me! Find and draw around some other 2D shapes have any lines of vertical, horizontal or diagonal symmetry. Perhaps they don't have any lines of symmetry. Prove it!</p> 	<p>Offline: Lines of symmetry: See below for 2 challenges linked to lines of symmetry</p>	<p>Offline/Online: Online TEAMS video available for support. Think back to previous work you have done on obtuse, acute and right angles or watch the TEAMS video of your teacher explaining angles.</p> <p>See task below - can you label the angles below and can you order them smallest to largest? Which 2D shapes do you think angle 3 could belong to and why?</p>	<p>Online: Task available online using your TEAMS log-in.</p> <p>Log-in to TEAMS to complete a lesson on plotting points on a coordinates grid. (alternatively, you can print the blank resource attached to the assignment and below)</p>


<p>Recap Task: Division using Bus-stop method: Online TEAMS video available for support.</p>	
$224 \div 4 =$ 	<p>This year we started to use the bus-stop method for division: Remember we think about how many times our divisor (the 4) goes into each digit of our number (224) and if it doesn't go into it, we move it along to the next number. In this case, 4 doesn't go into 2, so we move it over and see how many 4s can go into 22. 4 goes into 20 five times, so we have 2 left over and have to move this over. Then 4 goes into 24 6 times exactly. Sometimes we have left-overs here too. Have a go at these division questions to remind yourself of the method: You could always make some of your own up too. Without remainder: $84 \div 3 =$ $150 \div 2 =$ $272 \div 4 =$ $288 \div 6 =$ With remainder: $519 \div 2 =$ $220 \div 3 =$ $342 \div 4 =$ $135 \div 7 =$</p>

English			
<p>Online/Offline: Task available online using your TEAMS log-in. Gregory Cool- Lesson 1 For this lesson, you will find a video of your teacher reading a small section from a book called 'Gregory Cool' on TEAMS. We would like you to watch the video carefully and then answer the questions. You need to watch the video carefully, as later in the week you will be writing an ending to the 'Gregory Cool' story. <i>If you do not have access to the online version, you will find a copy of the extract and questions below to help.</i></p>	<p>Offline: Gregory Cool- Lesson 2 We are working towards writing a story ending, when you write your story, you should try to include some speech. We have met 4 characters in Gregory Cool so far, Gregory, Lennox, Granny and Grandpa. Your task is to write 5 different pieces of speech between 2 of these characters. Don't forget to include; inverted commas, a piece of punctuation to end your speech and a capital letter.</p> <p>Examples: "I love the beach!" exclaimed Lennox. "You should have eaten your breakfast Gregory, then you wouldn't be hungry," replied Granny.</p>	<p>Offline: Gregory Cool- Lesson 3 Today, we are going to think about fronted adverbials. We would like you to write 5 sentences, which you could include in your Gregory Cool story, that start with a fronted adverbial. Remember, a fronted adverbial tells us where, when or how something happened. They always come at the start of a sentence and finish with a comma.</p> <p>Examples: At the beach, Gregory was complaining he was hungry. Rapidly, Lennox sprung in to action to help the trapped man. Challenge: Can you include a stacked fronted adverbial? E.g. Nervously, urgently, Grandpa leapt from his chair.</p>	<p>Online/Offline: Online TEAMS video available for support. Gregory Cool- Lesson 4 Today we would like you to write your own ending to 'Gregory cool'. Your tasks:</p> <ol style="list-style-type: none"> 1. Re-watch the video from lesson 1 or read the extract on this sheet to remind yourself of the story. 2. Start by planning your story ending. You might want to create a story map/mountain or make some bullet points of your ideas. Make sure your story ending is interesting and contains a climax/conflict, which somebody in the story must overcome. 3. Write your story ending. Make sure your story includes at least 2 fronted adverbials and at least 1 section of speech.

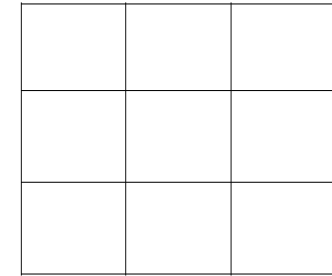
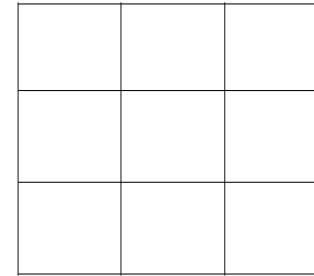
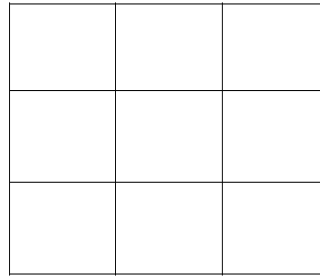
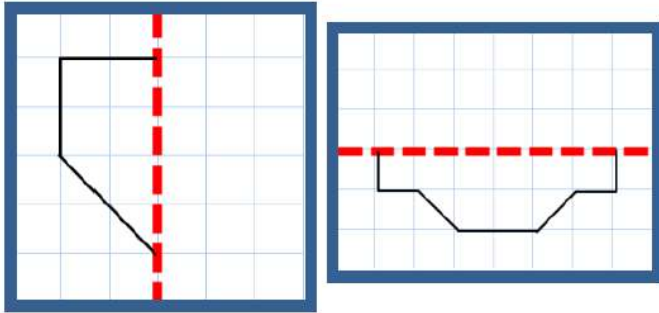
<p>Grammar work: Below are some sentences, which contain adverbial clauses. Can you find and highlight the adverbial clause in each sentence?</p> <ol style="list-style-type: none"> 1. Just as Gregory turned around, the coconut fell from the tree and struck Lennox on the head. 2. Gregory, so that he felt more useful, started to help Granny sweep the floors and feed the goats. 3. Lennox did not want any praise or congratulation from Gregory even though he saved him from the ferocious waves. <p>Challenge: Can you explain to someone, either written or verbally, what an adverbial clause is?</p>

<p>Flashback:</p> <p>Teeth: https://bbc.in/2Yld5Tb During this year, we spent some time looking at our teeth. We looked at the different types of teeth, where each type of tooth can be found in your mouth and what the function of each tooth is. Today, we would like you to recap by watching the video and reading the information in the link above. Now, can you draw a model of the human mouth? Can you label the different types of teeth E.g. incisor, molar or canine. Can you create short explanations of what each type of tooth does? You could video yourself telling us or you could write your explanation down.</p>

<p>New Weekly learning project</p> <p>Below is a map of a local area near us: The map uses symbols to explain what is nearby. Write down next to the symbols what you think they are showing. Can you create a map of your local area and create map symbols of your own? You might want to include shops, parks, footpaths, schools, restaurants Etc. <i>Could you find or print a map of your local area and follow it to a destination? Draw your route and send a photo to your teacher.</i></p>

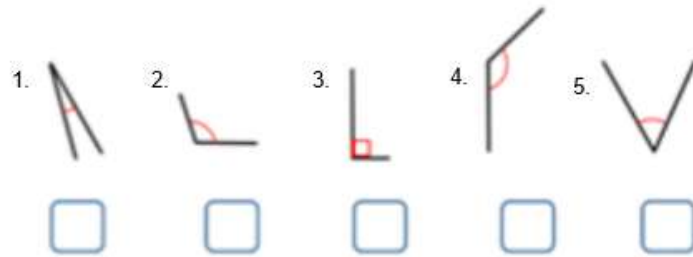
<p>Well-being</p> <p>Sometimes we worry and focus on the things we can't do, instead of thinking about all the amazing things we can do! Draw a picture of yourself holding onto a bunch of balloons. In every balloon, write down a reason why you are special or something that you are good at. The more balloons you have, the higher you can fly!</p> 
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Maths – Lesson 2 - symmetry challenges:



Maths – Lesson 3 - Types of angles

Label the angles. O for obtuse, A for acute and R for right angle.



Maths Lesson 4 – Coordinates



Can you write the coordinate of the mermaid? (,)

Can you write the coordinate of the treasure chest? (,)

Can you write the coordinate of the palm tree? (,)

Can you write the coordinate of the coin? (,)

Can you write the coordinate of the ship? (,)

Can you write the coordinate of the pirate? (,)

Can you write the coordinate of the skull? (,)

Can you write the coordinate of the hook? (,)

Can you write the coordinate of the boots? (,)

Gregory Cool- Lesson 1

By now you should have watched the video of Mr. Smith or Miss Bunting reading part of the 'Gregory Cool' story to you. Below is a list of questions for you answer on the passage of text you heard. Some questions are retrieval (take the answer directly from the text) and some are inference questions (use what you have read/heard to produce an informed answer.) On the final page is a copy of the passage, in case you want to go back and look for your answers. Remember, you can answer the questions on this sheet or you can handwrite them and submit a photo.

Questions:

1. How did Gregory, Grandpa and Granny get back home from the airport?
2. What was the last thing Gregory saw before he fell to sleep on his first night at Grandpa's and Granny's?
3. Why do you think there were no toys, books, carpets or a proper door at the house?
4. What word does the author use to describe the taste of Gregory's breakfast?
5. What do you think Granny meant when she said "Me is taking you for a sea-bath."?
6. Why do you think Lennox was more excited to go to the beach than Gregory?
7. Name one thing that was on the beach and one thing that wasn't.

Gregory Cool Extract

"Gregory, you just like your photos," cried Granny.

"It's your Granny got to kiss you at last, an' here's your Grandpa!"

"My, we so pleased to have you home," Grandpa said.

Sitting in the taxi from the airport, squashed tightly between his grandparents, Gregory wished he was back home with his mum and dad. Why did he have to come to Tobago? The air was stifling and the strange smells disturbed him. Gregory shut his eyes. All of a sudden he felt very tired. The taxi stopped outside a very small house. "Do you really live here?" asked Gregory. Granny and Grandpa just laughed as they took him inside and showed him his room. The last he saw before he fell asleep was a lizard looking down at him from the ceiling.

Gregory woke up the next morning with just a sheet over him. It was hot! Sun poured in through the open window. There were no toys, no books, no carpet - not even a proper door. Gregory scratched at his arm. Something had bitten him during the night. Was he really expected to stay here for four weeks?

In the kitchen, Granny was cooking breakfast and Grandpa sat at a small table with a boy Gregory hadn't seen before. This must be his cousin. His mum had told him about Lennox, and how he lived with Granny and Grandpa.

"Good morning, Gregory!"

They all smiled at him.

"Come have some food, boy, then Lennox will show you around," said Granny.

Gregory sat down and looked at his breakfast plate. Scrambled eggs - he could deal with that. But it wasn't eggs... Gregory spluttered, and spat out the salty stuff as politely as he could.

"Heh, you don't like your bake and buljol?" said Grandpa. "It's just bread and saltfish."

"It's cool," said Gregory. "I'm just not hungry."

He drank a glass of fruit juice and followed Lennox outside. Lennox was a year older than Gregory, but was much smaller.

"What do you do around here?" asked Gregory. "Got a bike?"

Lennox grinned shyly at him. He had bare feet - Gregory looked at them, then looked away quickly.

"Come, I'll show you the river," said Lennox. The air was shimmering hot. Gregory sat down in the shade. "I'd rather stay here," he said. "It's cool."

"Well, I go feed the goats, then dip in the river," said Lennox, and off he ran.

Gregory watched him go. Didn't want to play with him anyway, he thought. How can he move so fast in this heat? He stretched out flat, and dreamed of hamburgers. But supper that evening turned out to be meat so hot and spicy, he could only eat the rice on his plate.

The next day was worse - even hotter, more itchy insect bites, and still nothing to do, not even a TV to watch. Gregory thought about going to feed the goats with Lennox, but changed his mind. He wouldn't know how. So instead he sat in the yard and played with his pocket video game until Lennox came back.

He offered Lennox a game.

"Man, this is boss," laughed Lennox.

"You're letting them kill you," said Gregory. "Let me show you." But Lennox jumped up and left, saying, "You sure know it all, Gregory. You sure think you cool."

Granny appeared, carrying a big basket. "Right now, children," she said, "Grandpa an' me is taking you for a sea-bath."

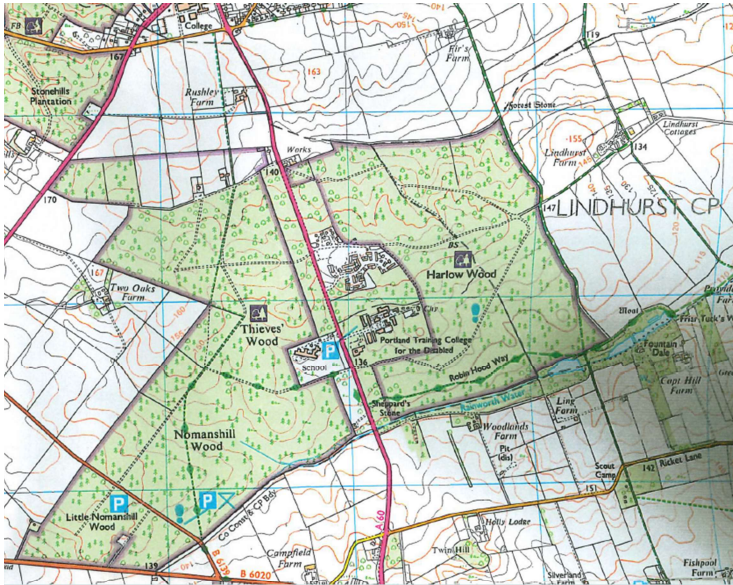
"Wicked!" shouted Lennox, leaping around the yard.

"Cool," said Gregory politely. Cool was the last thing he felt, but he wasn't going to say no. At least he might get a fizzy drink and an ice-lolly at the beach.

The bus they caught was like an oven, crammed with people. When they finally got there, the beach had palm trees and sand, just like a travel poster. But there wasn't anywhere to get ice-cream or chips – and Gregory had missed out again on breakfast, so he was feeling very hungry.







Lennox rushed off, cartwheeling along the sand. Gregory sauntered after him. What was there to get excited about?

New Weekly Learning Project



Here is a map of a local area near us:

The map uses symbols to explain what is nearby. Write down next to the symbols what you think they are showing.

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Can you create a map of your local area and create map symbols of your own?
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