



MATHS

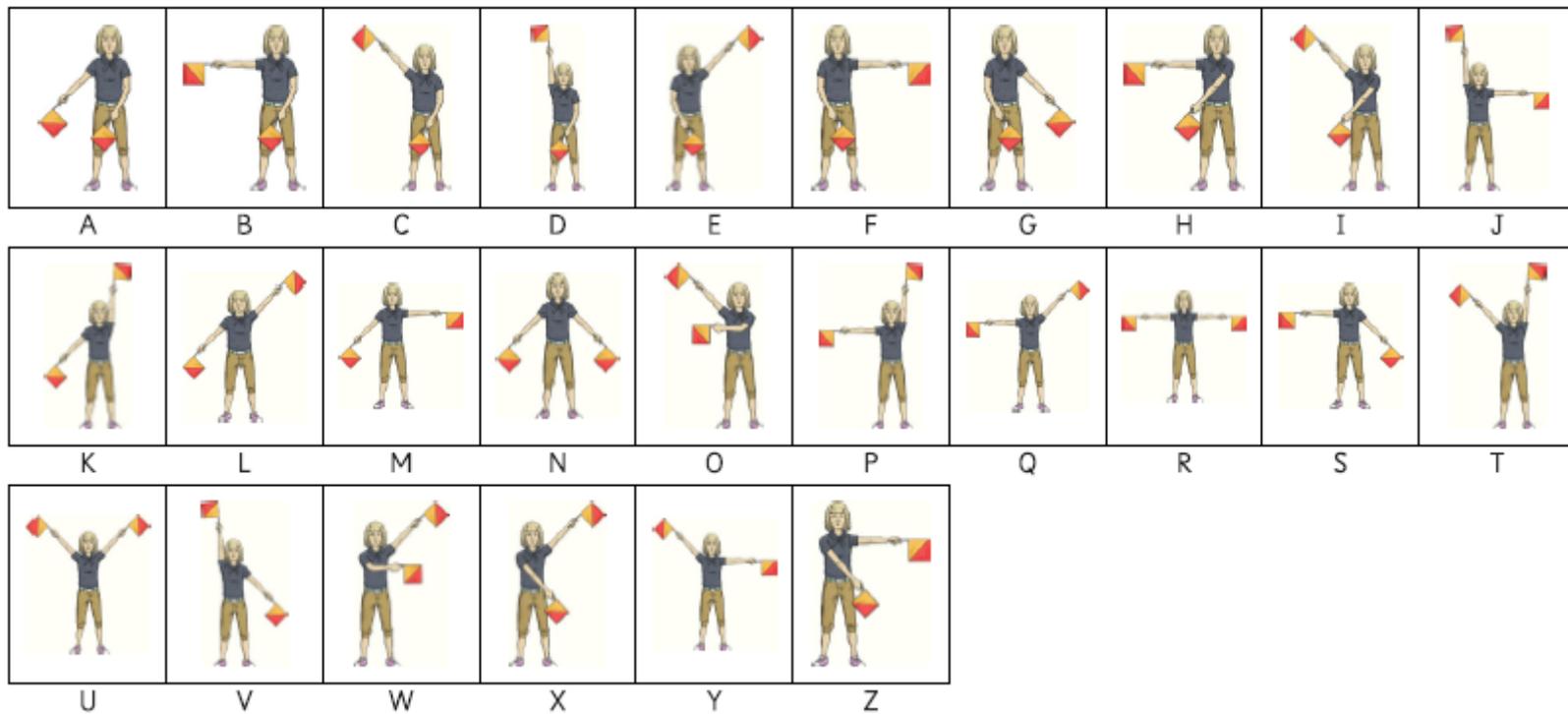
MATHS																																
Sequence 1	<p><u>Comparing number with three decimal places</u></p> <p>1. Make 6 numbers with three decimal places using the numbers: 6, 9, 1, 8 and 7. e.g. 91.687</p> <p>2. Write down the value of the digit 6 in each of your numbers.</p> <p>3. Write the decimal number in order form smallest to largest.</p>	<p><u>Rounding decimals (1)</u></p> <p>1. Round the following numbers to the nearest whole number. Use the blank number line attached to help you.</p> <table border="1"> <tr><td>3.2</td><td>8.3</td><td>9.8</td><td>7.4</td></tr> <tr><td>43.9</td><td>56.1</td><td>78.7</td><td>50.5</td></tr> <tr><td>342.1</td><td>569.6</td><td>202.3</td><td>999.9</td></tr> </table> <p>2. Now repeat with these decimals with two decimal places.</p> <table border="1"> <tr><td>4.32</td><td>9.97</td><td>3.51</td></tr> <tr><td>32.44</td><td>67.22</td><td>421.09</td></tr> </table>	3.2	8.3	9.8	7.4	43.9	56.1	78.7	50.5	342.1	569.6	202.3	999.9	4.32	9.97	3.51	32.44	67.22	421.09	<p><u>Rounding Decimals (2)</u></p> <p>1. Use the number line attached to help you round these numbers with two decimal places to one decimal place. e.g. 4.32 is rounded to 4.3 5.56 is rounded to 5.6</p> <table border="1"> <tr><td>2.22</td><td>6.73</td><td>5.77</td></tr> <tr><td>9.65</td><td>4.31</td><td>8.88</td></tr> <tr><td>0.14</td><td>0.77</td><td>43.64</td></tr> </table> <p>2. Now round your answers to the nearest whole number.</p>	2.22	6.73	5.77	9.65	4.31	8.88	0.14	0.77	43.64	<p><u>Fractions and division (1)</u></p> <p>1. Using the short division method, complete the number sentences with a decimal number below: e.g. $3 \div 4 = \frac{3}{4} = 0.75$</p> <p>$1 \div 3 = 1/3 =$ $1 \div 2 = \frac{1}{2} =$ $1 \div 5 = 1/5 =$ $1 \div 4 = \frac{1}{4} =$ $1 \div 10 = 1/10 =$</p> <p>2. Can you find the decimal equivalent for $5/6$?</p>	<p><u>Fractions and division (2)</u></p> <p>1. Using the short division method, complete these number sentences below: e.g. $5 \div 2 = 5/2$ $5 \div 2 = 2 \frac{1}{2}$ $5 \div 2 = 2.5$</p> <p>Your turn: $6 \div 4 =$ $6 \div 4 =$ $6 \div 4 =$</p> <p>2. Repeat for $8 \div 6$</p>
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Sequence 2	<p><u>Understanding Angles</u></p> <p>1. Using the sheet below, count and record the number of angles in each shape.</p> <p>2. Using your homemade angle measurer (two strips of paper attached at one end) label the smallest and greatest angle on each shape.</p>	<p><u>Recognising right angles</u></p> <p>1. Make your own right angle measurer by folding a scrap of paper twice.</p> <p>2. Go on a right angle hunt around your home! You can write/draw or photograph the right angles you can find. Remember to check them with your measurer.</p>	<p><u>Acute and Obtuse Angles</u></p> <p>1. On the sheet below use your right angle measurer to decide whether the angle is acute (less than 90 degrees) obtuse (between 90 and 180 degrees) right (90 degrees exactly) Label each angle clearly.</p>	<p><u>Angles within a shape</u></p> <p>Using the shape sheet below, write the number of acute, obtuse and right angles are in each 2D shape. You can label them in different colours and create a key if you wish.</p>	<p><u>Identifying reflex angles</u></p> <p>1. Using the sheet below, label all the reflex angles. Which has the most/least?</p> <p>2. Write a definition that explains what a reflex angle is.</p>																											

Other tasks	<p><u>Rounding decimals</u></p> <p>-Write 5 numbers with one decimal place that round up or down to 7.</p> <p>-Write 5 numbers with 2 decimal places that round up or down to 6.</p> <p>-Write 5 numbers with 3 decimal places that round up or down to 9.</p>	<p><u>Fractions and division</u></p> <p>Find the improper fraction, mixed number and decimal fraction for these divisions:</p> <p>$12 \div 5 =$</p> <p>$9 \div 5 =$</p> <p>$13 \div 4 =$</p>	<p><u>Recognising right angles</u></p> <p>Find and label with a small square the right angles in the 2D shapes below.</p> <p>Draw your own shapes with right angles. What is the maximum number of right angles you can have in a shape?</p>	<p><u>Angles within a shape</u></p> <p>Draw 3 different triangles. Investigate the length of the sides, the angles and measure the perimeter. Can you organize all this information into a table?</p>	<p><u>Semaphore Flag Angles</u></p> <p>Use the sheet below to signal your name in Semaphore. You could draw it or take photographs too. Tell someone about each type of angle you are making and how you know.</p>

Semaphore Flag Angles

Semaphore flags are an alphabet signalling system based on the waving of a pair of hand-held flags in a particular pattern, creating angles with your arms! Look carefully at the flag code and then have a go at **signalling your name**.

Tell someone about the angles you make with your arms using the vocabulary acute, obtuse and reflex.



Blank number line



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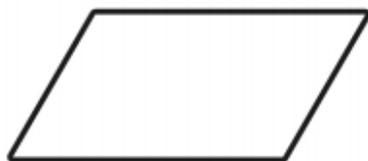
Understanding Angles/Angles within a shape

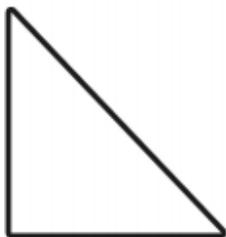


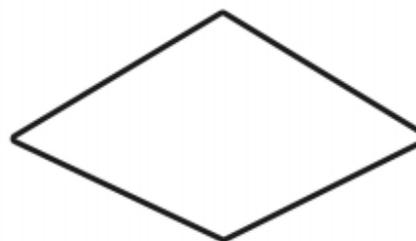


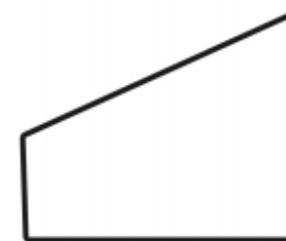








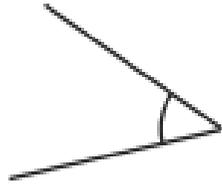




Acute and Obtuse Angles

Write the type of angle:

1.



2.



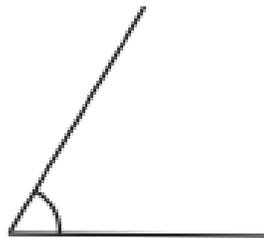
3.



4.



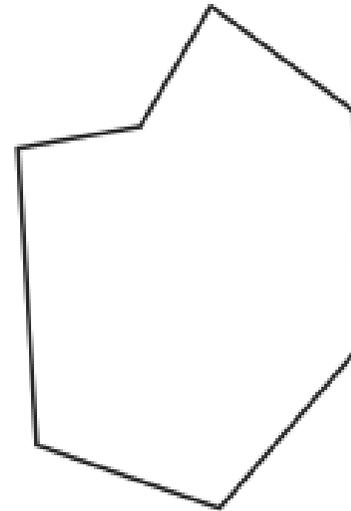
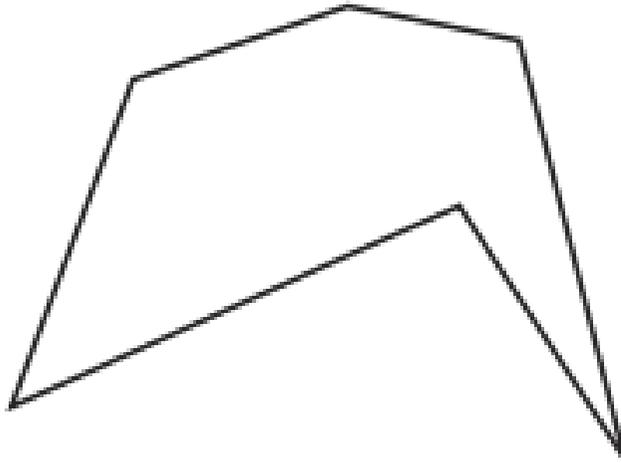
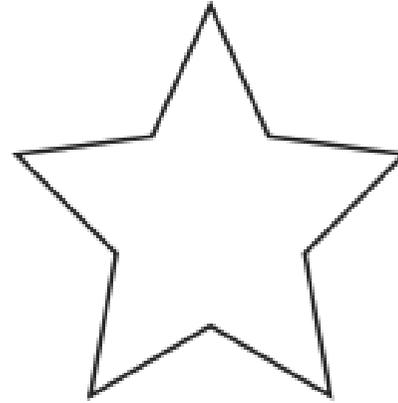
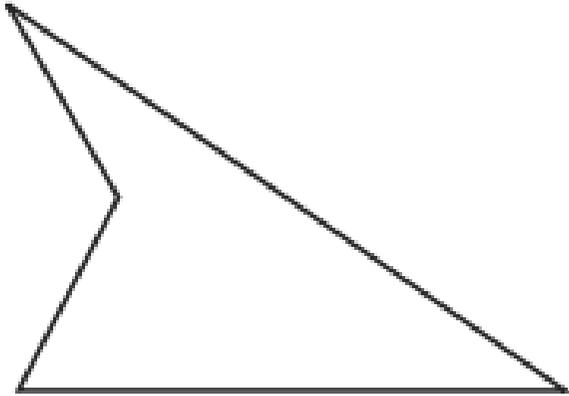
5.



6.



Identifying Reflex Angles



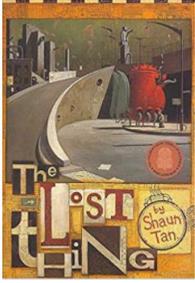


ENGLISH - The Lost thing by Shaun Tann

Sequence 1

Front cover predictions

Look carefully at the front cover of the book (image attached below)
Describe what you can see.
What do you think this story is about?



Suffixes -ible and -able

Finish these words with -ible or -able:
regret____
poss____
horr____
reuse____
sustain____
incred____
excuse____
terr____
sens____
respect____
What do you notice about the root words?

Relative pronouns (who and which)

Write some sentences that describe the 'thing' using the relative pronoun 'which' (image below)e.g.
'The thing, which was made of metal, had sharp, red spikes on the top.'

Describe a setting (nouns and adjectives)

Describe the setting in the image below (larger image attached under this grid)
List the nouns you can see first then think about the adjectives that describe them. Make these into sentences. e.g.
'Large, rusty pipes protruded from the smooth, stone wall.'



Synonyms for 'calm'

Synonyms are groups of words that have a similar meaning.
Find as many words as you can that have a similar meaning to 'calm'. These should be adjectives.

Choose 5 and write a sentence for each.

Sequence 2

Describe a setting (verbs and adverbs)

Using the same beach scene used in sequence one, look carefully at the action in the picture. Generate some verbs e.g. roaring. Then think about how those action are being done e.g. fiercely
Write some sentences to include the verbs and adverbs e.g.
'The flames were roaring fiercely in the distance.'

Suffixes -ible and -able

Write 20 words that have -ible and -able endings.
Use the blank wordsearch below to create a puzzle using the words for someone else to solve! Words can be written vertically, horizontally and diagonally.
Check your spelling carefully.

Non-finite clauses

Write three sentences that start with a non-finite clause (starting with an -ing verb) to describe what's happening in this scene. (Larger image below)



e.g. 'Shuffling along the platform slowly, the grey-suited men sighed miserably.'

Writing an opening to story

Using the image below, write a paragraph to open a story about what this boy is doing. Remember to include all the things you have been practicing.
- Describe the setting using nouns, adjectives, verbs and adverbs
- Relative pronouns
- Non-finite clauses



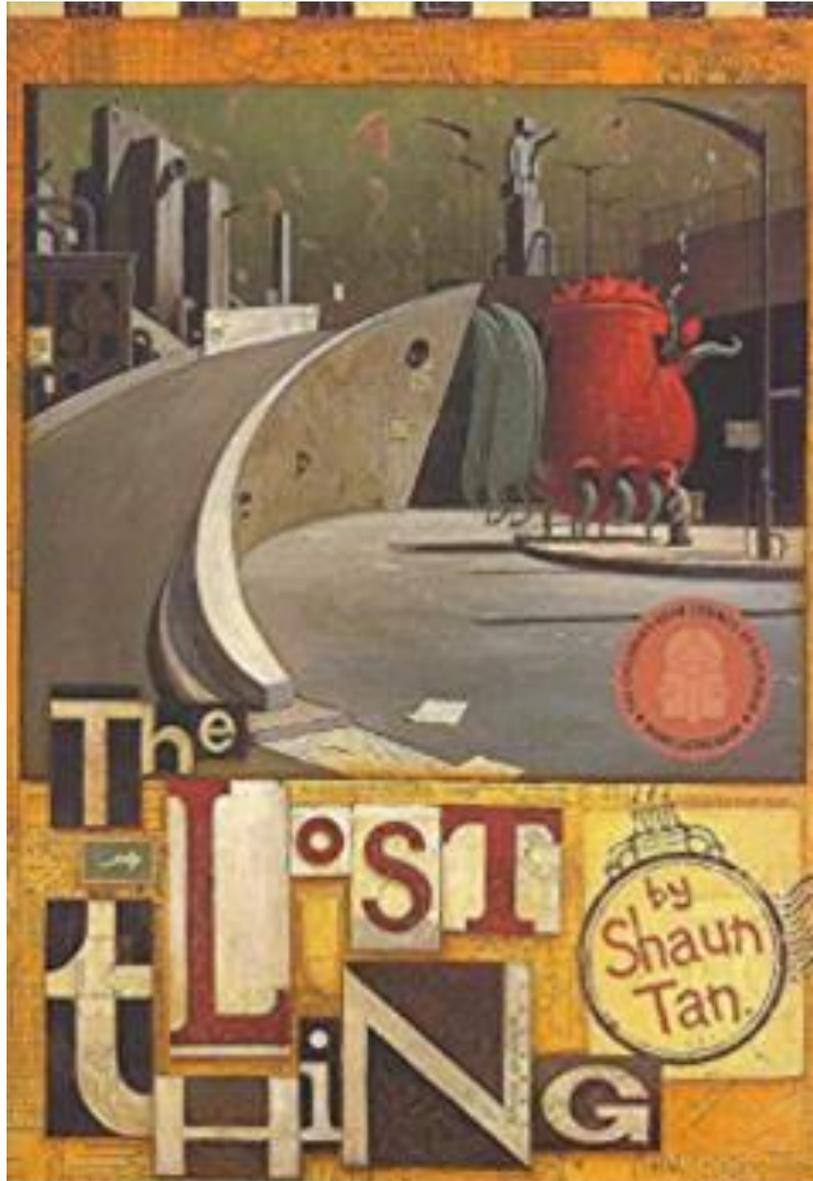
Editing your work

Read through your opening carefully. Get an adult to read it too. Can either of you spot any mistakes?
Have you included capital letters, commas and full stops?
Check any spellings you are unsure about.
Are there any word choices you could improve?

Other tasks	<p style="text-align: center;"><u>Suffixes -cial and -tial</u></p> <p>1. Find 5 words that end in the suffix -cial and 5 that end in -tial. Practice spelling these until you feel confident you can spell them correctly.</p> <p>2. Take each word and jumble the letters. Challenge someone to unjumble them! Be the teacher and check they have got them right!</p>	<p style="text-align: center;"><u>Up-levelling sentences</u></p> <p>Take the sentence; 'The man ran down the street.'</p> <p>How can you improve this sentence?</p> <p>Rewrite this sentence five times, making each one different.</p>	<p style="text-align: center;"><u>Direct Speech</u></p> <p>Find a conversation in your reading book. Look carefully at how the speech is punctuated. Listen to a conversation between two people on your favourite TV programme. Record the conversation using the correct punctuation.</p>	<p style="text-align: center;"><u>Character description</u></p> <p>Look carefully at the picture of the 'Lost thing'.</p> <p>Draw your own 'Lost thing'.</p> <p>What would it look like?</p> <p>What would it be made of?</p> <p>How would it move?</p> <p>Write some sentences to describe you 'Lost thing'.</p>	<p style="text-align: center;"><u>Synonyms</u></p> <p>Find as many synonyms as you can for the word 'cold'. Draw a small circle and inside it write the words that mean the 'most cold'. Draw a larger circle around it and write the next 'coldest' words. Repeat until you have used all your words. The 'least cold' words should be on the outside of the circle.</p> 
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The Lost Thing by Shaun Tann

Front cover predictions



Relative pronouns description



Describing a setting



Non-finite clauses



Write an opening about what is happening in the picture.

