

Home Learning Grid - Summer Term 2 Week 5

Reading
 Choose a book or comic about your favourite Superhero.
 Write a blurb explaining what the book is about. Try to make it so exciting that it persuades me to read it.

Phonics
 We are looking at applying the 'bl', 'br', 'cl' and 'cr' sound. Please complete these sounds in your work pack OR work on spelling shed and purple mash.

Writing
 Superhero the play!
 Write a play-script that has at least one superhero. You can make up your own superhero.

Once you've written it dress up and act it out!

An example of how to write your play script is attached below.

Check out English KS2 | Write a script | BBC Teach on Youtube to help you.

It's all about multiplication in Maths set online OR

Monday- Make a fraction wall and decorate the back as a superhero theme full of graffiti like POW!

Tuesday- Use your fraction wall to compare and order fractions.

Wednesday- Add and subtract fractions with the same denominator.

Thursday- Solve fraction problems. Remember to use your division skills.

Friday- Dangerous decimals.

At the end of this document are the resources to complete these tasks 😊

Get Creative
 Construct a jet pack for a superhero



Design and create your own Superhero City or mask.

PSHE & Life Skills

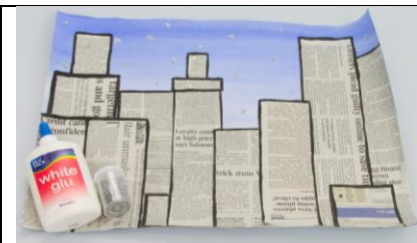
Dressed as your hero what small acts of kindness could you do at home or neigh boughs (keeping your social distancing) like this young 4 year old boy in America who helps feed the homeless.

<https://www.youtube.com/watch?v=vJFI09-poJ8>

Get Active
 Train for Superhero strength and speed on GoNoodle
<https://app.gonoodle.com/activities/full-speed?s=category&t=Workout&sid=42>

Science

Can you make your superhero fly using a balloon and paper cut out of your hero?



Don't forget daily;

Purple Mash MTC and and Times Tables Rockstars OR times tables practice.

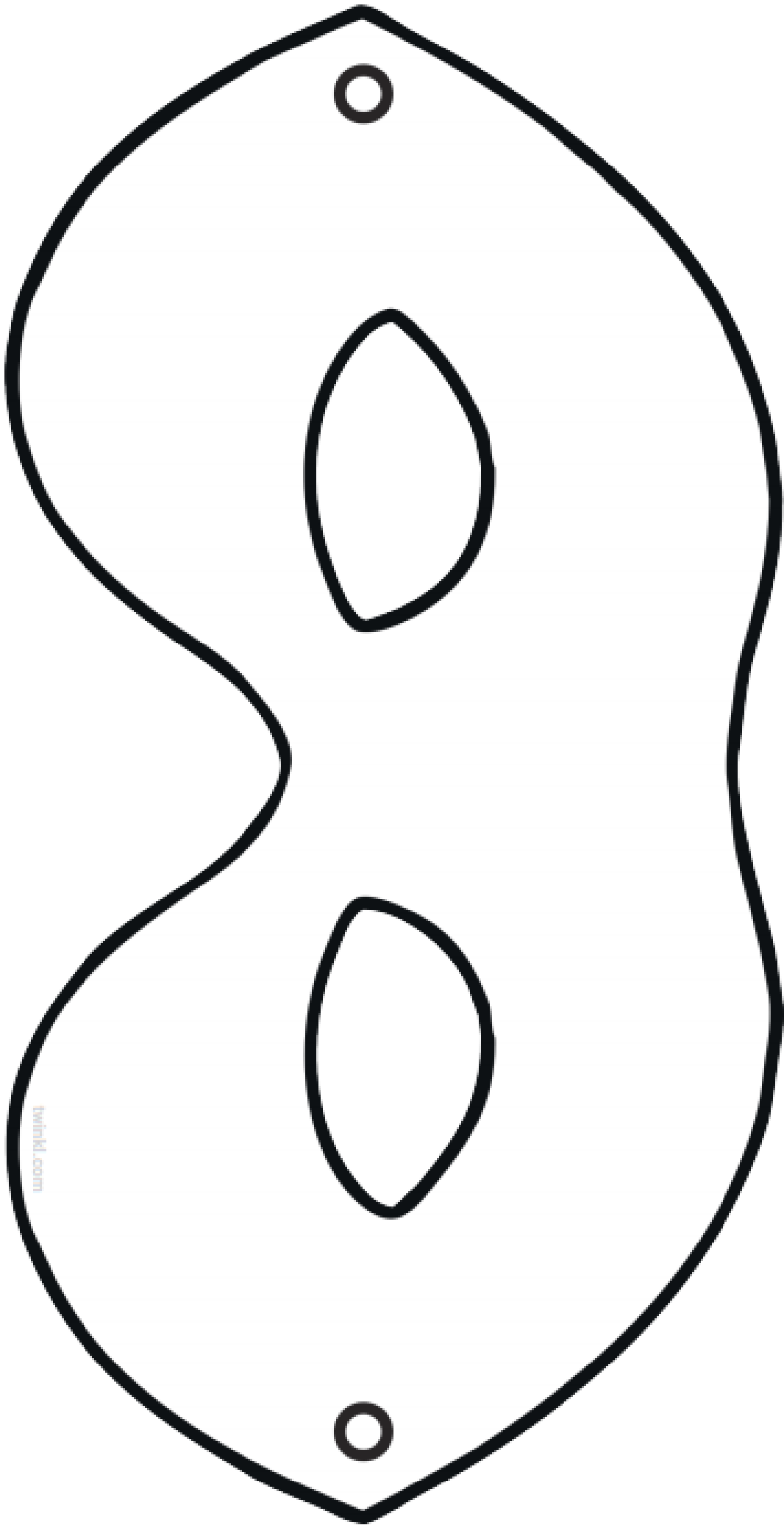
20 minutes of free reading anything of your choice then use your bookmarks for questioning what you have read OR Complete 20 minutes of Read Theory

Complete spellings on spelling shed OR the list in your packs.

Handwriting

GPS; Amazing adjective hunt to describe your superheroes, size, speed and personality.

Don't forget to email me pictures of your activities if you can to Nicola.pilkington@fishwick.lancs.sch.uk and rebecca.kealey@fishwick.lancs.sch.uk



An example of a play-script to help you.

Narrator

Stage directions

Scene number

Theatre words

Brackets/parenthesis

Description of setting

Scene 1 – Mother's Kitchen

Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

Lights up on a cottage on the outskirts of a great forest. It is a spring day.

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

Mother takes a batch of fresh cupcakes from the oven and places them on the table.

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

My Play Script

The characters in this scene are:

The setting is:

Character name	What is said


Did I...	Child
Structure and Language	
include a cast list with a short description of each character?	
write a scene number, with a short description of the setting?	
use a narrator to briefly set the scene for the audience?	
write the speaker's name on the left followed by a colon?	
write dialogue without inverted commas?	
put speech or action stage directions in brackets?	
use the present tense?	
use a colon after the speaker's name?	
start a new line for each speaker?	

Tuesday

L.O To compare and order fractions

Use your fraction wall to help.

1. Roll the dice twice to make two unit fractions. Use $<$ or $>$ to compare the fractions. Compare at least four pairs of fractions.

E.g. $\frac{1}{2} > \frac{1}{6}$ 

2. Roll the dice three times to make three unit fractions. Put the fractions in size order from smallest to largest.

Wednesday

L.O Add and subtract fractions

Remember if the denominator (bottom number) is the same it doesn't change and you only add or subtract the numerator (top number).

Addition Challenge

E.g. $\frac{3}{10} + \frac{2}{10} = \frac{5}{10}$



1. $\frac{1}{3} + \frac{1}{3} =$

6. $\frac{2}{6} + \frac{3}{6} =$

2. $\frac{2}{5} + \frac{1}{5} =$

7. $\frac{4}{8} + \frac{2}{8} =$

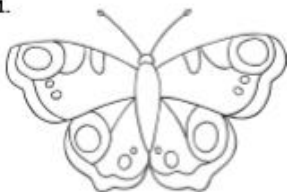

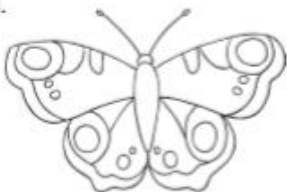
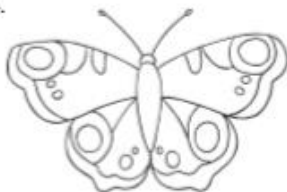
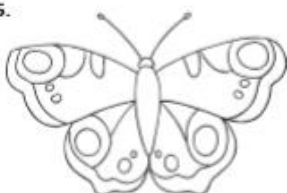

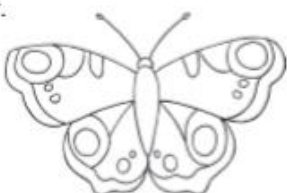

3. $\frac{4}{10} + \frac{2}{10} =$

8. $\frac{3}{10} + \frac{5}{10} =$

4. $\frac{3}{7} + \frac{2}{7} =$

9. $\frac{2}{4} + \frac{1}{4} =$

Subtraction Challenge

1.  $\frac{11}{12} - \frac{3}{12} - \frac{4}{12} = \square = \square$	2.  $\frac{9}{10} - \frac{4}{10} - \frac{1}{10} = \square = \square$	3.  $\frac{13}{14} - \frac{4}{14} - \frac{7}{14} = \square = \square$	4.  $\frac{17}{20} - \frac{5}{20} - \frac{8}{20} = \square = \square$
5.  $\frac{18}{21} - \frac{6}{21} - \frac{3}{21} = \square = \square$	6.  $\frac{7}{8} - \frac{2}{8} - \frac{1}{8} = \square = \square$	7.  $\frac{14}{16} - \frac{3}{16} - \frac{7}{16} = \square = \square$	8.  $\frac{16}{18} - \frac{8}{18} - \frac{4}{18} = \square = \square$

Thursday

L.O to solve fraction problems

Divide the whole number by the denominator

Eg The local shop normally sells Mars bars for **40** pence. The shop is having a $\frac{1}{4}$ off sale. How much money do you save if you buy a Mars bar?

$$40 \div 4 = 10$$

48 children are in a dinner hall. $\frac{1}{4}$ of them are having school dinners. How many are having school dinners?

There are 15 children in a football team. $\frac{1}{3}$ of the team are allowed on the pitch. How many children are allowed on the pitch?

Emma has 32 sweets. She gives $\frac{1}{8}$ of them to her friend Sarah. How many sweets does Sarah have?

Willow has read $\frac{1}{7}$ of the books in the library. There are 49 books in the library. How many books has Willow read?

Challenge; Divide the whole number by the denominator then multiply that answer by the numerator.

Eg There are **24** hours in a day and scientists tell us that we should sleep for $\frac{3}{8}$ of the day. How much time should we spend sleeping? **9**

$$24 \div 8 = 3$$

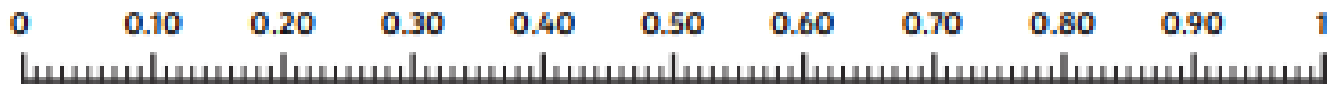
$$3 \times 3 = 9$$

The National History Museum has collected 125 dinosaurs. George has collected $\frac{3}{5}$ of this amount. How many dinosaurs has George collected?

There are 25 pupils in the class, $\frac{3}{5}$ of the pupils support Chelsea and the remainder support Arsenal. How many pupils support Arsenal?

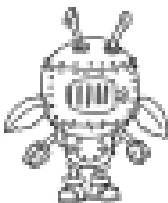





Friday

L.O Dangerous decimals



The pupils in Class 3 at Monster High need to line up in height order for their class photo.

Cut out each monster and stick them in order from smallest to largest. Use the number line to help you to work out the order.







 1.1m	 2.1m	 1.8m	 0.9m	 0.6m	 1.6m
-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Complete the statements by writing < or > in each box.

0.6m	<input type="text"/>	1.1m	1.1m	<input type="text"/>	0.9m	1.8m	<input type="text"/>	0.6m
2.1m	<input type="text"/>	1.8m	1.6m	<input type="text"/>	2.1m	0.9m	<input type="text"/>	1.6m

Next, it's Class 4's turn for their photo so they need to line up in height order too.

Cut them out and put them in order from smallest to largest. Use the number line to help you to work out the order.

 1.32m	 1.05m	 1.97m	 1.50m	 1.76m	 1.18m
----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

Complete the statements by writing < or > in each box.

1.97m	<input type="text"/>	1.32m	1.50m	<input type="text"/>	1.76m	1.50m	<input type="text"/>	1.05m
1.18m	<input type="text"/>	1.05m	1.97m	<input type="text"/>	1.18m	1.76m	<input type="text"/>	1.32m