Year Group:

Date: Thursday 2nd April

Subject	Lesson focus/objective (I can….)	Activity and/or instructions
Reading	I can answer questions based on text one involving word choice and meaning.	Please look back at text one. Now answer the next 4 questions (below). Answers for all 8 questions will be on the website tomorrow.
Mathematics (including times tables)	Read, write, order and compare numbers up to 1,0 000,000.	Find answers to yesterday's maths number puzzle and the N rich challenge below. Find today's maths worksheet below. Remember, when ordering and writing large numbers, which place value column is each digit in? How can we use this to help us when writing numbers down and deciding which digit goes in which column?
Writing	I can watch video clips on the two modern explorers. I can say how and why Shackleton's expedition was different and more difficult.	Watch the short youtube clips on both explorers : https://www.youtube.com/watch?v=g3rZddah-bo https://www.youtube.com/watch?v=i7MyWmZljGk Who do you think Henry Wolsey was? Is it the same person in the Ice Trap book? Now write a short paragraph to say how and why Shackleton's expedition was different and more difficult from these two modern explorers. You will need to use conjunctions like, however, whereas , unfortunately.
Other	**DT** I can evaluate the process of making my Easter bonnet. **Online Safety** I can discuss and answer a question on online safety.	Finish your Easter bonnet if you haven't done so, then send a photo of yourself wearing it to your teacher (please send it by midday so we can include as many as possible in the newsletter). Write an evaluation, consider: What went well? What didn't? Did you change any plans half way through? Why? What difficulties did you face? What would you change / do differently if you were to make a bonnet again? Every week we will be asking you an online safety question (see below) . Please discuss it with someone in your home and then send your answer to your teacher by 3 o'clock today.

Online Safety Question

Mubina is mean about your friend Mark on the class group chat.
What should you do?

a. Say something mean about Mubina to get back at her
b. Share it with everyone you know because it was quite funny
c. Tell an adult you trust and take a break from the chat

Why did you give that answer? *

2a) - Give / explain the meaning of words in context.
2g) - Identify / explain how meaning is enhanced through choice of words and phrases.

Thursday- Questions

Re-read text one - Then answer the 4 questions below. There will be another 4 questions tomorrow and answers will be on the website on Friday.

5) Look at the 3rd paragraph. Find a synonym for the word 'commanded'. (1 mark).

6) *He pursued them like a lion*

What does this simile tell us about how he persued them? (2 marks)

7) *'as they scattered, their tusks struck sparks from the rocks'*.

What impression does this give about how the boars scattered? (1 mark)

8) Look at paragraph 4. Find and copy one word that is an antonym of brave. (1 mark)

Challenge - make up some word meaning questions of your own based on the text.

Negative Numbers Puzzle **Answers**

¹-	3	²5		³-	4	⁴7	
		2				⁵5	⁶2
⁷-	⁸5	0					3
	1		⁹-	1	¹⁰9		
¹¹-			5		9		
2						¹²1	3
¹³5	4			¹⁴3		0	
		¹⁵-	1	0		0	

Across

1. 10 - 45

3. -50 + 3

5. -50 + 102

7. 50 - 100

9. 1 - 20

12. -5 + 18

13. -2 + 56

15. 10 - 20

Down

2. -1 + 521

4. -25 + 100

6. -2 + 25

8. -1 + 52

9. 3 - 8

10. -100 + 199

11. 5 - 30

12. -5 + 105

14. -15 + 45

Also Mr M's Maths Group at Bearwood Primary School sent in their solutions plus some further observations:

We found two solutions to this problem.

We used trial and improvement to find solutions. Some of us didn't manage to find a solution, but we worked hard on changing the order of the cards.
Our two solutions were: 8, 7, 13, 10, 6, 12, 9 and 6, 9, 11, 12, 4, 14, 7

Oliver also spotted that the numbers in the third, fourth and the sixth positions were two digit numbers.

We also spotted that the sets of numbers in our solution have a difference of 2.

The totals of both lines have a difference of 2.

We also spotted a pattern in odd and even numbers in our solutions.

Place Value

A. Can you write the following amounts in numerals?

1. Three thousand, five hundred = _____

2. One thousand, three hundred and eight = _____

3. Eight thousand, seven hundred and one = _____

4. Two thousand, nine hundred and two = _____

5. Six thousand and sixteen = _____

6. One thousand, nine hundred and nineteen = _____

7. Five thousand, five hundred and five = _____

B. What are the values of the underlined digits?

1. 8$\underline{8}$9 = _____

2. $\underline{1}$65 = _____

3. 44$\underline{2}$ = _____

4. $\underline{8}$21 = _____

5. 1$\underline{5}$95 = _____

6. 26$\underline{5}$5 = _____

7. $\underline{1}$101 = _____

8. 70$\underline{7}$1 = _____

9. 8$\underline{8}$88 = _____

10. $\underline{6}$707 = _____

11. 67$\underline{6}$7 = _____

12. 3$\underline{1}$21 = _____

C. Can you circle the digit that is equivalent to the written amount?

1. Fifty   8050

2. Thirty   1930

3. Three hundred   2379

4. Eighty   8081

5. Twenty   2222

6. Five hundred   4550

7. Seventy   7075

8. Eight hundred   8887

9. Six hundred   6690