

Monday:

### Quad shapes

On a separate sheet, draw each of these shapes.

- |   |           |   |               |   |      |
|---|-----------|---|---------------|---|------|
| 1 | rhombus   | 3 | parallelogram | 5 | kite |
| 2 | trapezium | 4 | rectangle     |   |      |

### Shapes and angles

Write **sometimes**, **always** or **never** beside each statement.

- 6 The angles in a parallelogram add up to the same total as the angles in a kite. \_\_\_\_\_
- 7 A kite has a right angle. \_\_\_\_\_
- 8 Angles in a hexagon add up to 720 degrees. \_\_\_\_\_
- 9 Hexagons have two right angles. \_\_\_\_\_
- 10 Octagons have six right angles. \_\_\_\_\_
- 11 The angles in an octagon add up to 1080 degrees. \_\_\_\_\_

## Guessing game

Estimate the difference between each pair of numbers.

- 1 362 034 and 112 978
- 2 521 340 and 86 452
- 3 414 128 and 29 832
- 4 298 929 and 98 673
- 5 Estimate the sum of the four differences:
- 6 On a separate sheet, work out each difference and add them to find the total.

How close was your estimate?



## What's the change?



- 7 Charlie has £20. If she buys all three items for her tea, how much change does she have?
- 8 Sol has only £10. If he buys the burger and the mango, how much change does he have?

Tuesday:

## Number grid challenge!

Choose four different digits from 1–9. Arrange them on a grid to create four 2-digit numbers, reading across and down.

Add the numbers, for example:

2	4
5	8

$$24 + 58 + 25 + 48 = 155$$

10


- 11 Create a grid where the four numbers add to 100.


--

- 12 Can you create a different grid where the numbers also add to 100?


--

Wednesday:

## Factor and multiple medley

Write the factors of each number in the pair.

24 and 40

1

36 and 20

2

48 and 32

3

What is the highest factor which is in both numbers in the pair?

4

5

6

Write four multiples of each card number that are not next to each other.

12

7

25

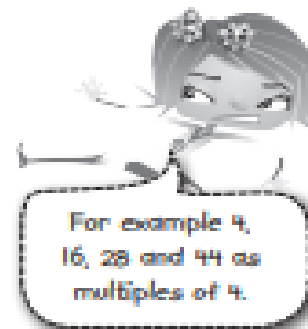
9

15

8

30

10



## Prime number challenge!

- 11 Write four prime numbers. Each one must be a 2-digit number and they must all have the same tens digit.





Thursday:

## Fair divisions

Divide each of the following numbers by 5.

First estimate if it will have a remainder or not.

1245

12

4444

14

4670

13

3105

15

Divide each of the following numbers by 15.

First estimate if it will have a remainder or not.

574

16

405

18

750

17

1215

19

Friday:

## Kingfisher Class Home- Learning- Summer 1- Week 4- English

You can choose to read and answer the questions independently. Or read with your family and first answer the questions independently then discuss questions with your family. Please write your answers down neatly.

Monday: From 'Listen to the Moon' by Michael Morpurgo

It was a long while later that Alfie first heard it. Neither had caught a fish, nor even felt a suggestion of a bite. Both were silent, and deep in concentration. Alfie was sitting there, hunched over the line, gazing intently down into the clear blue-green of the sea below, the fronds of weed waving mockingly up at him. That was when he heard something calling. The sound seemed at once strange to him, out of place somehow, not right. Alfie looked up from his fishing. It came from the island, a hundred yards or so away, from somewhere near the shore, a soft cry, a whimpering. A seal pup perhaps. But it was more human than that.

““YOU HEAR THAT, FATHER?” Alfie said. “Just gulls, Alfie,” Jim replied. And, sure enough, there was a young seagull on the beach, scurrying along after its mother, neck outstretched, mewling, begging to be fed. But Alfie realised soon enough that wasn't at all the sound that he had heard. He knew gulls better than any other bird, but he had never before heard a young gull cry like that. The crying he had heard was different, not like a bird at all, not like a seal pup either. It was true that gulls were known to be good mimics – not as good as crows, but good enough. Alfie was perplexed, and

distracted now entirely from his fishing. The two gulls, mother and fledgling, lifted off the beach and flew away, the young bird still pestering to be fed, leaving the beach deserted behind them, but not silent. There it was again, the same sound.

“Not gulls, Father. Can't be,” he said. “Something else. Listen!”

It came from somewhere beyond the shoreline altogether, from the direction of the old Pest House, or from the great rock in the middle of the island. Alfie was quite sure by now that no gull, however clever a mimic, could possibly cry like that. And then it came to him. A child! A child cries like that! Gulls didn't cough, and Alfie could hear quite clearly now the sound of coughing.

“There's someone there, Father!” he whispered. “On the island.”

“I hear it,” Jim said. “I hear it all right, but it don't seem hardly possible. Can't see no one there, nothing

Retrieving Information:

- 1) Use a dictionary to find the definition of:
  - a) fronds
  - b) intently
  - c) perplexed
- 2) Find and copy a word that shows the noise that Alfie hears is a sad one.
- 3) What is the relationship between Jim and Alfie?

Making Inferences:

- 4) How do you know that Alfie spends a lot a time out on the coast?
- 5) Have Alfie and Jim just arrived or have they been out for a while? How do you know?
- 6) Why do you think that Alfie whispers to his father at the end of the extract?

Writer's choices:

- 7) Why do you think the writer has started with the line, “It was a long while later that Alfie first heard it.”? What mood does this create?
- 8) Why do you think the author describes the weed as “waving mockingly”?

Challenge question:

- 9) Why might Jim think that is not possible for a child to be on the island?

Tuesday:

Over the next few lessons you will be writing a balanced argument. When writing a balanced argument you need to think of reasons for and reasons against your topic. Your topic will be about mountains and whether they should or should not be visited by tourists.

Please watch this clip if you have access to: <https://www.bbc.co.uk/bitesize/clips/zm3nvcw>

Today you will be researching the reasons for and against tourists visiting mountains. You can focus on just one mountain, for example: Mount Snowdon or you can do your balanced argument based on all mountains.

First of all you need to research and gather evidence, you can use the table below to help you or you can create your own:

Evidence for tourists visiting mountains:	Evidence against tourists visiting mountains:

Wednesday: Today is the day that you plan your own balanced argument. You can use this planning format to help you or you can create your own.

Introduction – Start by introducing the issue and the main points\_\_\_\_\_

First mini argument – a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Third mini argument – a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Second mini argument – a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Fourth mini argument – a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Fifth mini argument – a reason FOR and the opposing reason AGAINST (What evidence or example will you use to back up your arguments?)

Conclusion - The conclusion should be personal, based on the evidence. (Don't use first person – just weigh up the positives with the negatives.)



### Conjunctions and Sentence Starter ideas....

Some people believe that...

However, others think that...

There is no doubt that...

\_\_\_\_\_ are a particular problem...

Consequently...

An additional problem is...

Therefore...

On one hand...

On the other hand...

It could be argued that...

Would.....?

Is it right to.....?

Furthermore...

Many people...

This fact...

It could be argued that...

However...

On the contrary...

For example...

Although...

Moreover...

Supporters argue that...

It is claimed that...

However, it could be

argued that...

Those in favour say that...

Nevertheless, others in

opposition say...

This is important because...

Those who support....

However, critics...

No one can deny that...

As well as...

For instance...

Alternatively...

Thursday:

Today is the day that you start writing your own balanced argument based on a mountain of your choice or mountains in general.

Do you think tourists should be allowed on mountains?

Use the plan you did yesterday and the vocabulary above to help you. Take your time to plan, write, edit after each paragraph and write up in neat. You can use the computer to type up your best copy if you would like to and have permission to.

Friday:

On the next page I have given you a poem and some questions. You can choose to read and answer the questions independently. Or read with your family and first answer the questions independently then discuss questions with your family. Please write your answers down neatly.

Friday:

From 'Vanishing Trick Poems' - My Mind by Ros Asquith

## My Mind

In my head's a journey that only I can take,  
there is no one else can ever read my mind.  
I must tread carefully, for all the thoughts I make  
must be mine alone, not lost upon the wind.

Inside are paths and mazes.  
There are caverns, pits and keys.  
There are wolves and saints and crazes.  
A wave, a storm, a breeze.

There are patterns, wonder, colours.  
Music, thunder, voices.  
My mind is like no other's –  
Only I can make my choices.

Mind out, that is, if you don't mind,  
I must be gentle, treat it kind.  
Your mind is your own, I think you'll find.  
One day I hope to know my own mind.

### Retrieving Information

- 1) What word does the poet use as a synonym for 'hole'?
- 2) How does the poet say she must behave towards her mind?
- 3) The poet uses the word 'mind' in different ways so that it has different meanings. Give two examples from the poem.

### Making Inferences

- 4) Do you think the poet is a young person or an older person? Explain why using evidence from the text.
- 5) Why do you think the poet wants their thoughts to "be mine alone"?

### Writer's choices

- 6) Why do you think the writer compares her mind to "paths and mazes"?
- 7) Why has the poet chosen to talk about "wolves" in her mind?

### Challenge question (extended question)

- 8) Do you think the poet's mind is a happy, sad or angry place? Support your answer with examples from the text.

## Kingfisher Class Home- Learning- Summer 1- Week 4- Foundation Subjects

### Science

To begin this Science topic, I would like you to research how the eyes of nocturnal and non-nocturnal animals differ. Can you explore the effect of changing light conditions on pupil dilation and how nocturnal animals have adapted to allow them to survive in the dark? You can present this information in any way you would like to for example: leaflet, poster, PowerPoint, etc).

### Topic

Draw a mountain range that includes all of these features listed. Please label each feature accurately.

<b>summit</b> The top of a mountain.	<b>snow line</b> Above here snow and ice cover the mountain all year.
<b>tree line</b> The highest point forests are found.	<b>foot</b> The bottom of the mountain.
<b>outcrop</b> A rock formation visible from the surface.	<b>valley</b> The area of low land between mountains.
<b>plateau</b> An area of flat, high ground.	<b>ridge</b> A long, narrow, high section of land.
<b>face</b> The side of a mountain.	<b>slope</b> An area of ground increasing in height.

## RE

Read Genesis 1: 27- 30 (many versions to choose from, some on the internet or use your family Bible). Make a paper chain of little people. On one half of your little paper people write what God in Genesis 1: 27- 30 says humans are and what they may do.

Now read Genesis 2:4-9, 15-25 (many versions to choose from, could use your own Bible). On the other half of the little paper people write what God says humans can or cannot do.

## PE

### Blast Off

#### Home Physical Education

**How to play:**

- Play with a partner; sibling, parent or carer. Stand 3 – 5 steps apart.
- Players make 10 catches and then swap sides, players make 9 catches then swap sides, players make 8 catches and swap sides continuing this process until they reach 0.
- Can each pair reach 0 without dropping the ball?
- If competing against another pair the first pair to reach 0 are the winners.

Can you encourage your partner even if they make a mistake?

Can you concentrate on your throw and focus on where to aim?

#### Top Tips

##### Catching

Are your hands ready creating a target? Spread your fingers and watch the ball into your hands.

#### Let's Reflect

If you dropped the ball what did you change?

How did it feel when you dropped the ball and how did you respond?

## PSHE

Please share your kind acts with Miss Brown through writing a comment on Purple Mash on any 2do and I will receive it ☺  
I cannot wait to hear these.

**Think of five kind acts that you'll do during the month and write them in the boxes. During the month you'll be asked to share your kind acts with the rest of your class.**

**1** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
You can tick here when you complete your task ✓

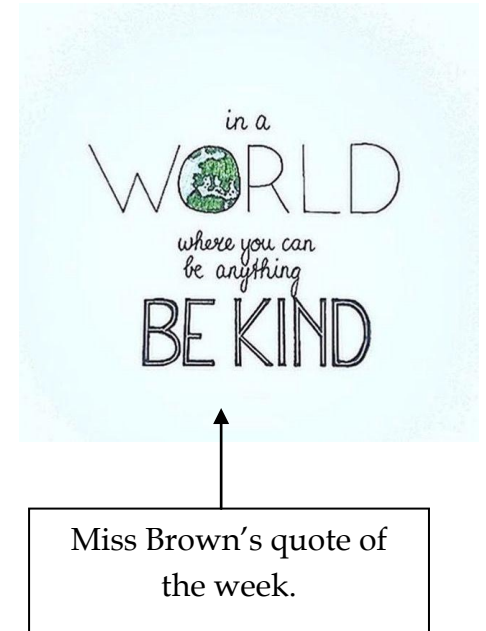
**2** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
✓

**3** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
✓

**4** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
✓

**5** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
✓

Fold here



### Music

Learn and perform the song -‘imagine’ (Spanish and English Version) to a small audience, I know that it is a class favourite- can you remember the dance?



### Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise times tables on Times tables Rockstars.

Just to remind you that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family. I would rather you have too much than too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website: <https://www.thenational.academy/online-classroom/schedule> From Miss Brown ☺