



Robin Class Home Learning

English (Reading)



Please complete the following tasks:

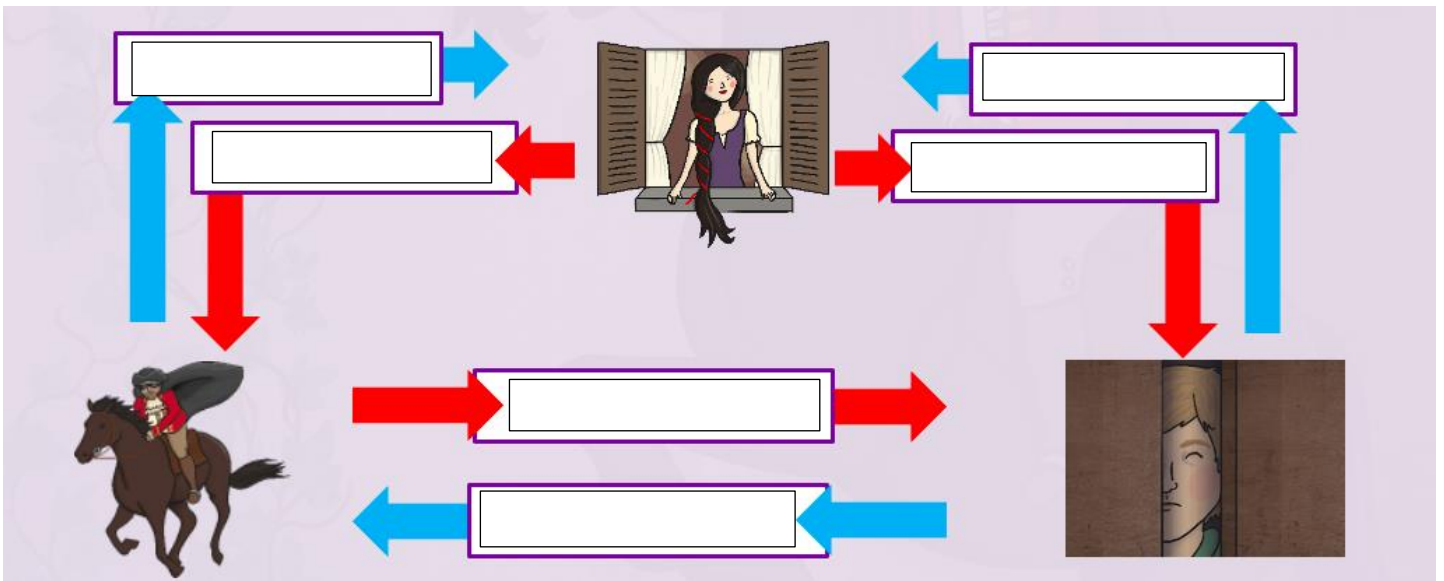
In *The Highwayman*, Alfred Noyes gives the reader lots of information about how the characters feel about each other. However, he does not always tell us directly. Sometimes he relies on the reader to use inference.

Inference is where the reader has to work something out from evidence, rather than being told directly.

1. Read the poem again and use inference to work out how the characters feel about each other.

Fill in this diagram using these words:

love, indifferent, love, unknown, hate, love



2. Using the lines from the poem in the table below, use inference to work out the meaning. There is one example done for you.

Line from the poem	Inferred meaning
"The wind was a torrent of darkness among the gusty trees."	Fear because darkness infers something negative. Maybe The Highwayman is someone bad riding into town with the wind.
"Bess, the landlord's daughter,	

Plaiting a dark red love-knot into her long black hair."	
"Tim the ostler listened; his face was white and peaked."	
"His eyes were hollows of madness, his hair like mouldy hay, But he loved the landlord's daughter."	
"Her musket shattered the moonlight, Shattered her breast in the moonlight and warned him - with her death."	
"Back, he spurred like a madman, shrieking a curse to the sky."	
"When they shot him down on the highway, Down like a dog on the highway."	

3. Choose one of these questions to answer and write a few sentences from a characters' point of view. Would the answer change if you asked a different character from the poem?

a) Who is 'the bad guy' in The Highwayman?

b) Does the story have a happy ending?

c) Did Bess do the right thing?

d) Was Tim really responsible for the Highwayman's death?

English (Writing)

Please complete the following tasks:

1. Write your own narrative poem that is inspired by The Highwayman.

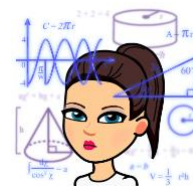
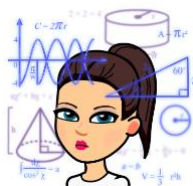
Remember to use the poetic techniques you have learnt about:

- Metaphor and simile
- Onomatopoeia
- Repetition of words to create tension

2. Challenge: The Highwayman creates cohesion between the opening and closing stanzas by changing from past tense to present tense. Can you do the same in your poem?



Please complete the following tasks:



Decimal dynamos

Draw $<$, $>$ or $=$ between each pair of decimal numbers.

1 3.4 4.3

3 6.9 6.1

2 1.2 1.9

4 0.9 1.3

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Working with decimals

Round each number to the nearest whole number.

5 $3.6 \rightarrow$

7 $9.4 \rightarrow$

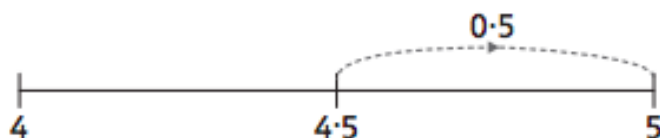
9 $4.5 \rightarrow$

6 $8.1 \rightarrow$

8 $6.6 \rightarrow$

10 $9.9 \rightarrow$

Write the amount to add to get to the next whole number.



11 $4.5 +$ $=$

13 $6.7 +$ $=$

12 $9.1 +$ $=$

14 $2.2 +$ $=$

Take each card number in turn. Divide it by 10. Write the answer.

6.4	3.8	15.5	0.3	4.7	0.9	13.1
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15

18

21

16

19

17

20

How does a number change when you divide it by 10?



Make your choice

Choose two amounts. Add them and write the total.

Repeat this five times.

You must use at least two different methods to add.

You can add in your head, on paper with jottings or using a written method.



£99

£136

£54

£29.99

£45.68

1

2

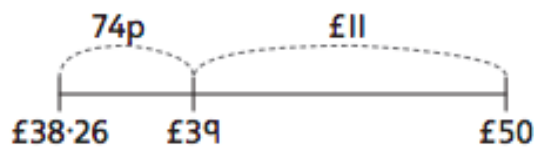
3

4

5

Choose again

Look at each subtraction and choose how to do it. You can make jottings on the back of this sheet if you wish.



$$\begin{array}{r}
 14 \\
 3 \cancel{4} 16 \\
 \text{£ } 4 \ 5 \ 6 \\
 - \text{£ } 1 \ 7 \ 8 \\
 \hline
 \text{£ } 2 \ 7 \ 8
 \end{array}$$

6 $\text{£}100 - \text{£}78.89 =$

9 $\text{£}45.80 - 45\text{p} =$

7 $\text{£}26.54 - \text{£}12.43 =$

10 $\text{£}35 - \text{£}34.66 =$

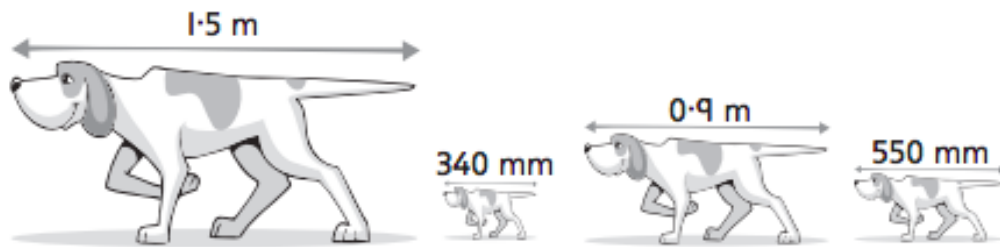
8 $\text{£}371 - \text{£}248 =$

11 $\text{£}32 - \text{£}3.50 =$



Dog lengths

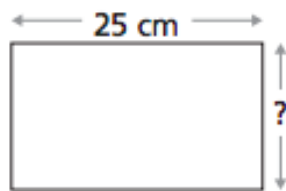
Convert each length to centimetres and then write them in order, smallest to largest.



1 2 3 4

Perimeter puzzles

Work out the missing amounts in the diagrams below.



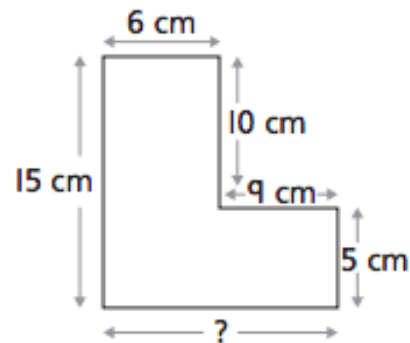
Perimeter =
80 cm

5



Perimeter =
81 cm

6



7

Perimeter =

Remember how to use lengths
to work out perimeter.



Make your choice

Choose two amounts. Add them and write the total.

Repeat this five times.

You must use at least two different methods to add.

You can add in your head, on paper with jottings or using a written method.



£99

£136

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1

2

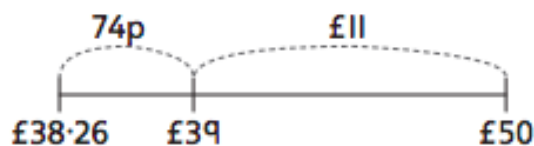
3

4

5

Choose again

Look at each subtraction and choose how to do it. You can make jottings on the back of this sheet if you wish.



$$\begin{array}{r}
 14 \\
 3 \ 4 \ 16 \\
 \text{£ } 4 \ 5 \ 6 \\
 - \text{£ } 1 \ 7 \ 8 \\
 \hline
 \text{£ } 2 \ 7 \ 8
 \end{array}$$

6 $\text{£}100 - \text{£}78.89 =$

9 $\text{£}45.80 - 45\text{p} =$

7 $\text{£}26.54 - \text{£}12.43 =$

10 $\text{£}35 - \text{£}34.66 =$

8 $\text{£}371 - \text{£}248 =$

11 $\text{£}32 - \text{£}3.50 =$



Tell the time

Write each clock time in digital 24-hour format.



pm



pm



am



pm

8

9

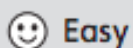
10

11

- 12 A coach journey lasts $3\frac{1}{2}$ hours. The coach arrives at its destination at midday. The first half of the journey takes twice as long as the second half. At what time does the coach reach the halfway point?



I found this:



Easy

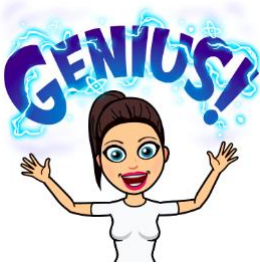


Challenging

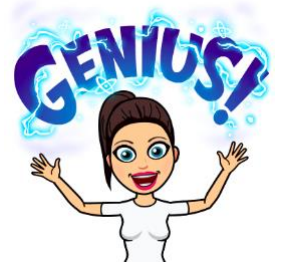


I needed help

Science



Please complete the following tasks:



1. Please watch this video all about the digestive system.

<https://www.bbc.co.uk/bitesize/topics/z27kng8>

2. Have a go at this fun digestion experiment! 😊

What will you need?

Resources (per group):

- 1/3 banana
- 1 cream cracker
- Paper cup with hole in the bottom
- 50ml water
- Orange juice
- Sealable plastic sandwich bag
- Scissors
- A stocking (or one leg cut from a pair of tights)
- Paper towels
- A plastic or aluminium tray

What will you do?

1. Put down plenty of newspaper to cover a table, and use a plastic tray to catch any mess.
2. Place the cream cracker, banana and orange juice (which represents stomach acid) into the plastic sandwich bag. The bag represents the stomach.
3. Add the water, which represents saliva.
4. Squeeze all the air out and seal the bag.
5. Squeeze the bag for 2 or 3 minutes to smash up the mixture inside. This mimics the action of our stomach walls breaking down food.
6. Place the plastic sandwich bag and stocking over a tray. Cut a small hole in the corner of the bag and transfer the contents into the stocking. The stocking represents the small intestine.
7. Squeeze the food through the stocking. The liquid that ends up in the tray represents the nutrients that are absorbed by the body and used for growth and energy. The food that remains inside the stocking represents the waste that can't be absorbed by the body.
8. Cut the toe off the stocking and squeeze the remaining food out of the end and into the plastic cup. The cup represents the large intestine.
9. Finally, push the food (waste) through the bottom of the cup. This represents going to the toilet.

RE



Please complete the following tasks:



1. Please research what different objects Christian and Hindus use in their worship. Make a list of three for each religion.
2. Please choose one object from each religion and draw a picture of it. Then write a short explanation of how it helps in worship.
3. Think about what objects help you to be calm and focused. Please draw your object and write about how it helps you.

Geography



Please complete the following tasks:



What damage was caused when Anak Krakatoa erupted?

1. Using a world map, locate the continent of Asia and the country Indonesia. Please label them.
2. <https://www.youtube.com/watch?v=q91qcyDqQng> - watch this video of Anak Kraaktoa erupting.
3. We are going to be looking at the primary and secondary effects of this eruption. A **primary effect** occurs **immediately after** the eruption (i.e. people might have to leave their homes). A **secondary effect** is an effect caused by the eruption at a **later date** (i.e. there might be a food shortage).
4. Using this table as a start, list the effects of the the Anak Krakatoa eruption in December 2018 (a list of helpful websites is on the next page!)

Effect	Primary or Secondary?	What is the impact on people and/or the environment?
People have to leave their homes	Primary	People may not be able to return to their homes so may be left homeless. There will be lots of rubble so plants may not be able to grow through it.

Food shortage	Secondary	If people cannot find enough food to eat this could make them very ill.
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You might find these websites helpful for researching the different effects!

https://en.wikipedia.org/wiki/Anak_Krakatoa#:~:text=An%20eruption%20of%20the%20volcano,coastline%20in%20Sumatra%20and%20Java

<https://www.bbc.co.uk/newsround/46660407>

<https://www.nationalgeographic.com/science/2018/12/indonesia-volcano-tsunami-surprise-explained-anak-krakatau/>

5. Which has a greater impact: primary effects or secondary effects and why?
Write a few sentences explaining your opinion.