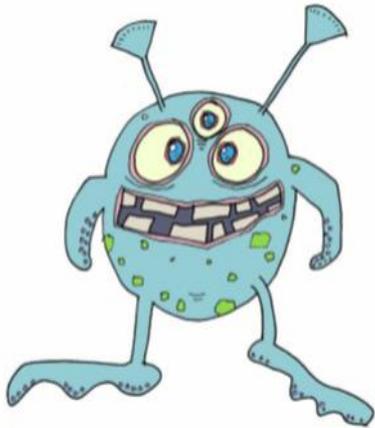


Writing

- This week, you are going to be reading an information text about an alien world.
- There is word work and reading to do around the text as well as making up your own words and creating an alien.
- Have fun!

Day One

Welcome to my alien world! You'll find lots of fun things to work through that will help you with your writing skills and build on the work you do at school.



For many years, humans all over the world have wondered whether we really exist. Well, I can tell you we do and, what's more, we have been getting up to all sorts of mischief on our visits to Earth! Now I'm hoping we can help you with your writing and inspire you to believe that aliens are amazing!

First, here are some facts about our species.

You can listen to an audio recording of the facts below here
<https://soundcloud.com/talkforwriting/amazing-aliens/>

Amazing Aliens

Have you ever wondered what it would be like to meet an alien? Read on and find out more about our fascinating species.

What is an alien?

An alien is a peculiar humanoid from outer space.

Appearance:

Most aliens are tall and can grow to over 10 metres in height. However, the Pigmy alien is the tiniest of aliens and is the size of a household mouse. Additionally, aliens have tough, green skin that is often wrinkled to help keep them warm. Amazingly, some aliens have shiny scales that are harder than diamonds.

Habitat:

Aliens are found across the Solar System. The majority like to live well away from planets inhabited by human beings. Usually, they live in pods or space shacks made of ice. Some aliens like to sleep in cocoons, which are woven from a silk-like thread that space worms produce.

What do they eat?

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth. They love chocolate, cakes and desserts. Furthermore, they are extremely fond of fizzy drinks. Their favourite food is ice-cream. Interestingly, aliens can dislocate their jaws in the same way as a snake, so they can fill their mouth with huge portions of sweet treats.

What do they do?

Aliens are best known for exploring in spaceships. They usually land their spacecrafts in remote areas and like to find out about the planets they are visiting. Interestingly, most aliens are extremely good mathematicians and they love to calculate the answers to complicated maths problems in their heads.

Fascinating facts

- The fastest aliens can run up to 450mph.
- Aliens can live until they are 205.
- Aliens can make themselves invisible if they are threatened.
- Nightshade aliens are the only nocturnal alien, that means they come out at night.

Are aliens on earth?

Watch out! The next time you see someone in your class guzzling extraordinary portions of sweets, getting top marks in their times tables tests and winning every race at Sports' day, just maybe you've got an alien invader of your own!



Amazing Aliens

Glossary - definitions of some of the technical vocabulary:

humanoid: something that has the shape of a human being

cocoon: a silky case, usually spun by insects

vegetarian: a person or creature that does not eat meat or fish

dislocate: to move a bone out of its normal position

★ Tick the picture below that best represents each word:



humanoid



cocoon



vegetarian



dislocate

★ Now take a look at this line from the text:

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth.

Vegetarian is a real word but *candyarian* is an alien word and only exists in our alien language. Let's explore alien words by playing the Alien Word game with compound words. Compound words are made when two words are joined to form a new word, for example: blackboard. I have taken compound words from your language and split them up. Your challenge is:

- ★ Join a word in column 1 with any word in column 2.
- ★ Write the new word in the box below.
- ★ Invent a definition for your new alien word.

I've done one for you and remember – be as inventive as you like!

Column 1		Column 2	
water	melon	lady	bird
basket	ball	snow	man
hand	bag	door	way
play	ground	butter	fly

The Alien Word Game

Alien word	Definition of the new alien word
snowmelon	<i>fruit that grows on frozen space-trees in a solar winter</i>

Reading

- This week we will be looking at poetry by Allan Ahlberg and two of his well known poems, 'Please Mrs Butler' and 'Excuses'.

Day One - Listening

- <https://www.bbc.co.uk/bitesize/articles/zr93bdm>
- Click on or copy and paste the link above to the BBC Bitesize reading lesson.
- Watch Oti Mabuse read 'Please Mrs Butler' by Allan Ahlberg.

Day One - Doing

- The written poem of 'Please Mrs Butler' is below the video.
- Read it through a few times and practise saying it with expression. Discuss with a family member what the poem is about and who the characters are. How are the characters feeling in the poem?
- Perform the poem to someone in your family. Use different voices for the child and for Mrs Butler. See if you can perform it off by heart.

Lesson 21 – WALT: Use area to measure shapes.

Discover



Which shape looks larger? Why do you think this? Is there a way you could measure the shapes to see which is larger?

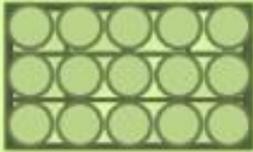
How should you place the counters? Should you use counters to measure both shapes? Why?

- 1** a) Look at the picture. Which shape is larger, the door or the window? How do you know?
- b) Is there more than one way to find the answer?

Share

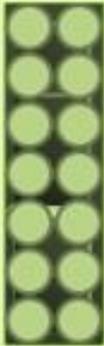
The area of a shape is the name we give to the space it takes up.
The larger the shape, the larger its area.

a)



$$3 \times 5 = 15$$

The window can be covered by 15 counters.



$$7 \times 2 = 14$$

The door can be covered by 14 counters.

I used counters to cover each shape.



The window is larger because it has a larger area.

b) Another way to find the answer is to use different objects to measure area.



The window is covered by 30 triangles.
The door is covered by 28 triangles.

What does the word area mean?
When have you heard it used before?

What do you notice about how the counters have been arranged? Why do you think they have been placed like this?

What makes a shape larger or smaller than another shape?

Think together

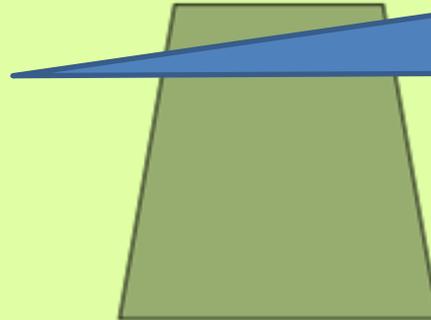
1 How many counters can you fit inside these shapes?



counters fit inside the rectangle.
 counters fit inside the quadrilateral.

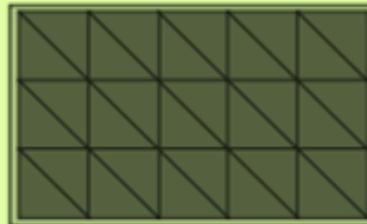
The shape with the larger space inside
is the _____ .

The shape with the larger area is
the _____ .



2 What is the area of this shape?

triangles fit inside the rectangle.
The area of the rectangle is triangles.



How do you need to
arrange the counters?
Is there a right way
and a wrong way?

Please note: Answers
will vary depending on
the size of the
counters/objects used.

Is there a quick way
to find the area of
this shape?

Practice Questions

1 How many counters can you fit inside this square?

a) The size of the square is

counters.

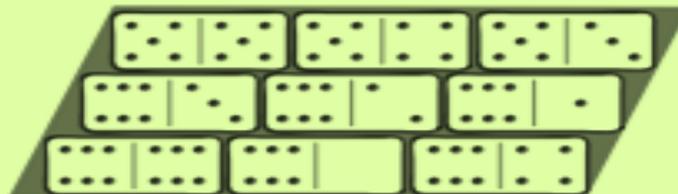
b) This is its _____.



2 The area of these shapes has been measured in different ways. Complete the measurements for each shape.

a) The area of this quadrilateral

is dominoes.



b) The area of this triangle

is buttons.

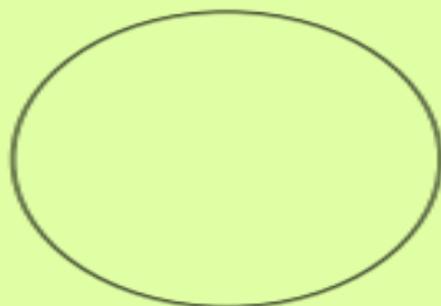


3

a) Complete the following sentence.

Area is the word used to describe

b) Shade the area of these shapes.

**4**

Tick all of the examples that could be used to show area.

a) The number of children that can sit on a mat.

b) The number of potato prints that cover a piece of paper.

c) The number of steps it takes to walk around the outside of a field.

d) The number of bathroom tiles that cover a wall.

- 5 David and Sophie are measuring the area of the top of their table. David uses playing cards. Sophie uses coins of different values. Why has David made a better choice than Sophie?



- 6 Liam says, 'I can fit more **inside** a shape than **around** it.' Is this always true, sometimes true or never true? Try measuring the area of lots of different shapes to find out.



Reflect

Find a shape in your classroom with an area of less than 15 counters.

The area of this shape is counters.

- The area can be measured by _____

Spellings for week 3 - summer term

Latin origin 's' sound spelt 'sc'

Group 1:

scent, science, muscle, scene, scissors,

Tricky ones:

Hour

Group 2:

Ascent, scenery, crescent, scent, fascinate,
science, muscle, scientist, scene, scissors



Spelling activities for week 3

- Try and learn the words for 5 – 10 minutes each day. Break down the words into syllables and/or use the 'Look, Say, Cover, Write, Check' method to help you learn them. Complete one of the activities below during the week:
- Write 5 of the words into a sentence. Can you get 2 words into one sentence?
- Put the words into alphabetical order.
- Find the meanings of the words from a dictionary
- Write your words. Then use a coloured pencil to divide your words into syllables, e.g. **sen-tence**, **re-mem-ber**
- Use a thesaurus to find some synonyms
- X words – write 2 words with 1 letter in common so that they cross over each other, as if they were on a scrabble board
- Type out your words on the computer – try to use at least 4 different fonts
- Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.
- Ask an adult to test you at the end of the week. Good luck!

Life Processes

What do all these things have in common?



Life Processes

All of these images are of living things. Sometimes we call them **'organisms'**.

Even though they might be very different from each other, all of these organisms share certain characteristics. All living things do certain things to stay alive. These are called **life processes**.

All animals, including humans, do these things. Plants do too, although they do them in different ways.

We can remember life processes by thinking about Mrs Gren.



Life Processes

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition

MRS GREN



Life Processes

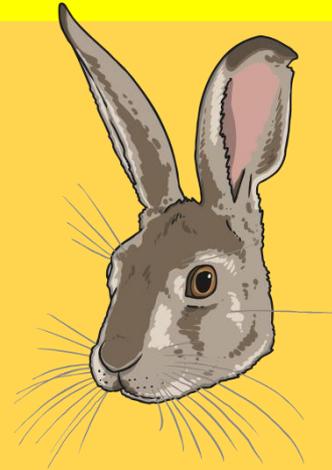
Movement

All living things move.



Animals
move around
to get from
place to
place.

Plants grow and
turn towards the
light.



A hare runs to
escape from
danger.



A sunflower moves
to turn its face
towards the sun.

Life Processes

Respiration

All living things respire.

Plants and animals use gases in the air to turn the food they eat into energy. This is called **respiration**.



Land animals breathe oxygen through their mouths or noses. Sea creatures breathe oxygen dissolved in the water through their gills. Both types of creature then use this oxygen in their body for **respiration**.

Plants both respire and photosynthesise. While photosynthesis happens when the plant is in light, plants respire by taking in oxygen and giving out carbon dioxide, during darkness.

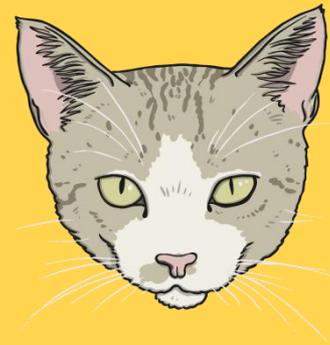


Life Processes

Sensitivity

All living things are sensitive.

Every living thing can detect changes in their surroundings.



Animals use their senses to see, hear, taste, touch and smell the world around them.



Plants can also detect changes in the environment. This mimosa plant curls up when you touch it!

Life Processes

Growth

All living things grow.

Animals grow from babies to adults.

Seeds grow into plants.



This ocean mola started life as an egg not much bigger than a full stop. It will grow to weigh about 1000 kg - this is the same size as a large bull!



Bamboo can grow up to 3cm every hour.

Life Processes

Reproduction

All living things reproduce.



Animals have young.

Plants
produce seeds from
which more plants
grow.



Animals lay eggs
or give birth to
live young.



Most plants
reproduce by
forming seeds.

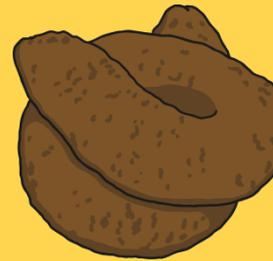
Life Processes

Excretion

All living things excrete.

Both plants and animals have to get rid of excess gas and water.

Waste products are removed from the body.



Animals excrete waste through urine and faeces.



Leftover gases and water leave plants from their leaves.

Life Processes

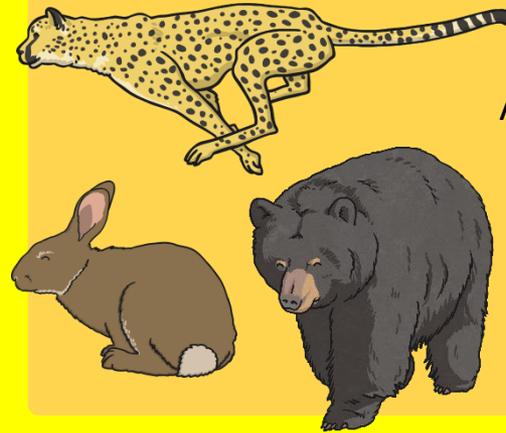
Nutrition

All living things need nutrition.

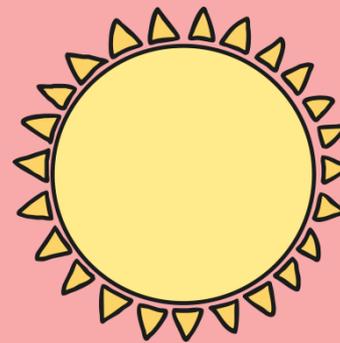


Green plants make their own food using sunlight.

Food is eaten to provide energy to live.



Animals may be carnivores, herbivores or omnivores.

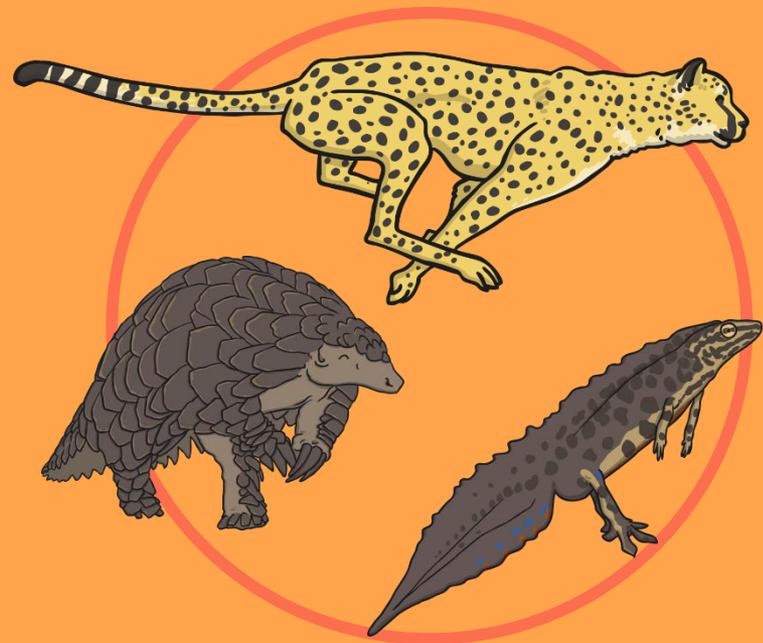


Green plants make their own food using the energy from the sun.

Life Processes

All living organisms share these characteristics. This is how we know they are alive!

Living things have lots of other similarities, and many differences too. We can use these similarities and differences to sort the living things into groups.



Grouping Living Things

With a partner, think of a way we could sort these organisms into two groups.



Grouping Living Things

Here the organisms have been sorted into two groups. We have used a diagram to represent these groups.

Can an organism be in both groups at the same time?



plants



animals

Grouping Living Things

Here, an organism cannot be both an animal and a plant, so it can not be in both groups at the same time.



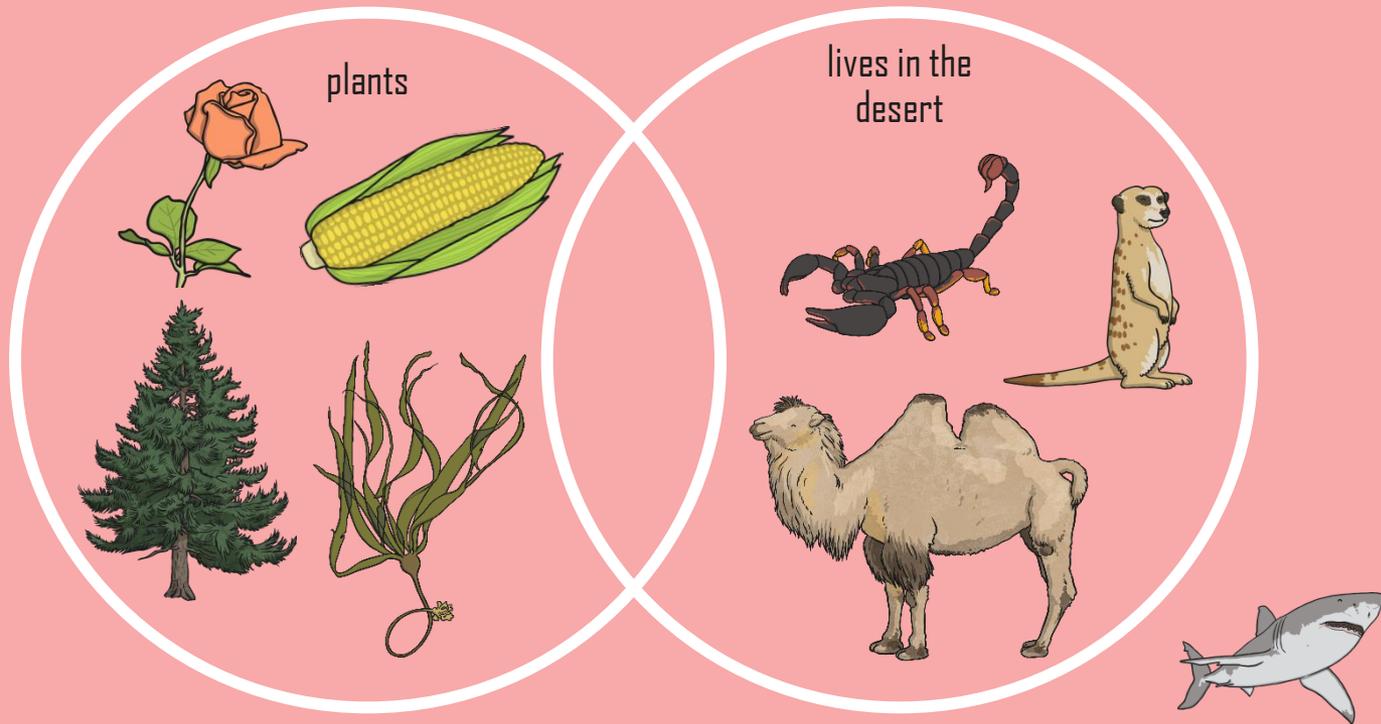
plants



animals

Grouping Living Things

This is called a Venn Diagram. Where does a cactus go in this diagram? How about a polar bear?



How is this diagram different to the previous diagram?

Grouping Living Things

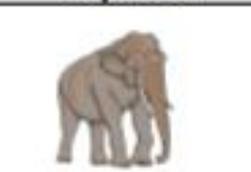
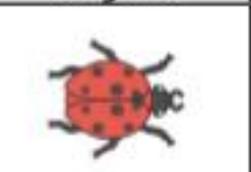
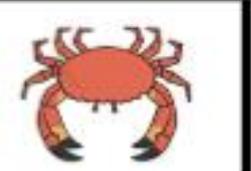
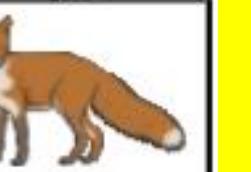
This is a Carroll Diagram. Can you name an animal to go in each section of this diagram?

	Lives in water	Lives on land
Has legs	Crab Sea otter	Horse Spider
Does not have legs	Whale Fish	Snake Worm

Could you put a plant in this diagram? What about a dandelion? Or seaweed?

Think about all the variety of animals on this planet.

goose	turtle	lemur	praying mantis	bat	shrimp
					
wolf	swan	slug	flamingo	mosquito	dragonfly
					
pigeon	mouse	chameleon	toucan	frog	ostrich
					
beetle	hummingbird	gorilla	snail	rabbit	earthworm
					
brown bear	snake	tortoise	chicken	eel	gazelle
					

whale	lion	pangolin	bee	sea lion	eagle
					
koala	elephant	ladybird	jellyfish	starfish	lobster
					
clownfish	crocodile	echidna	walrus	stingray	gecko
					
rhino	panda bear	emu	crab	squirrel	peacock
					
penguin	kangaroo	toad	shark	salamander	fox
					
earwig					
					

Activity 1. Complete this Carroll diagram to sort some of the animals you have just seen. Draw in your books or print out.

Cut out the animals and sort them into the groups below.

	lays eggs	does not lay eggs
birds		
not birds		

Criteria

We have asked some questions to sort our living things into groups so far.
We sometimes call these criteria, which means a rule that we use to decide something

Plant or animal?

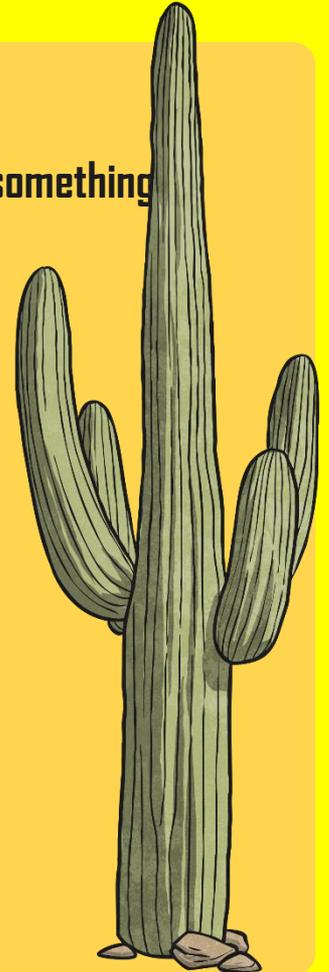
Lives in the desert or does not live in the desert?

Has legs or does not have legs?

Lives on the land or lives in the water?

Today, you are going to be sorting animals.

Think of as many different groups as you can.



Criteria



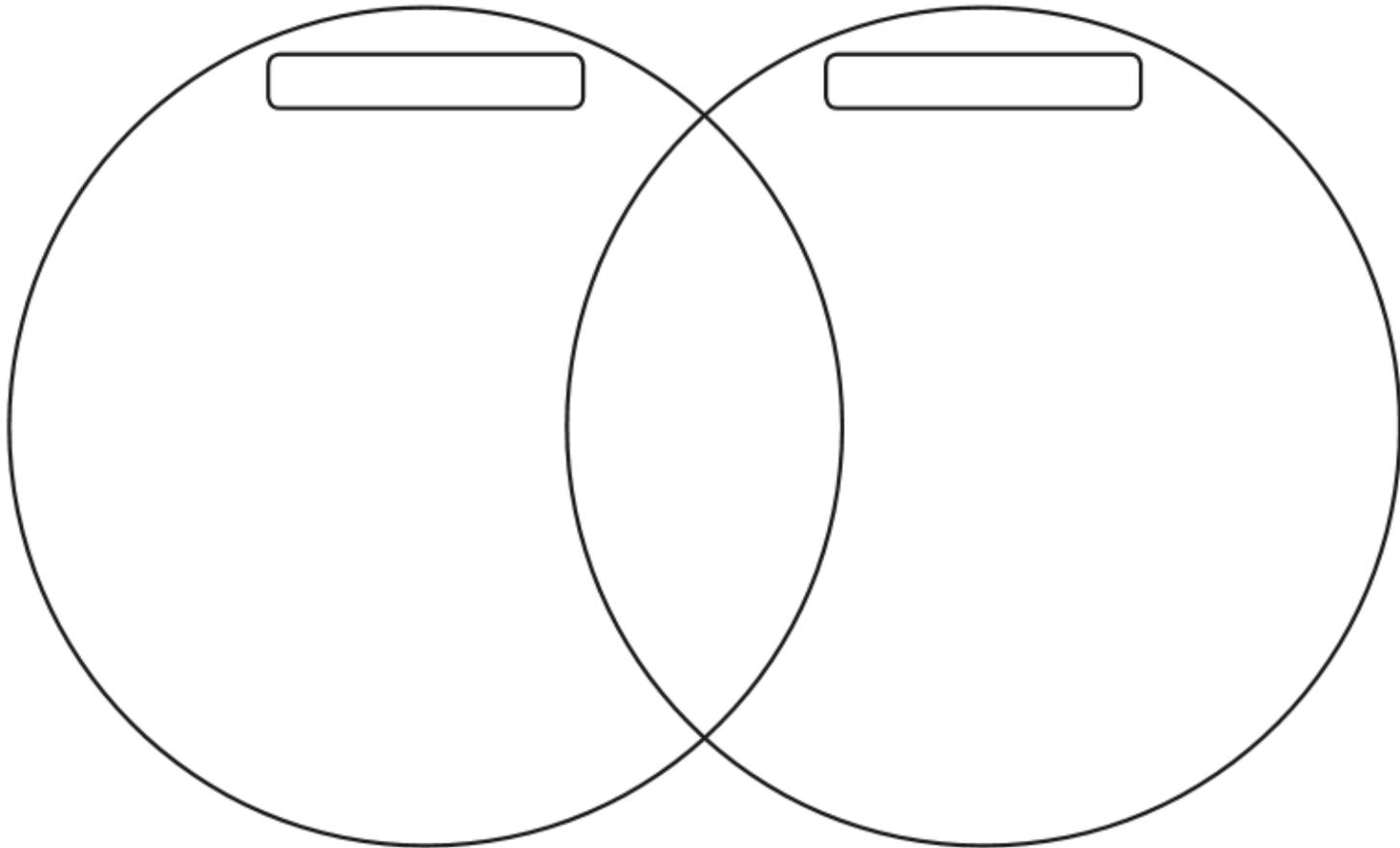
What
criteria did
you think
of?

Activity 2. Draw in your books or print out



Grouping Animals

Choose a way to sort animals into groups. Label your groups. Cut out the animals and sort them into the groups below.

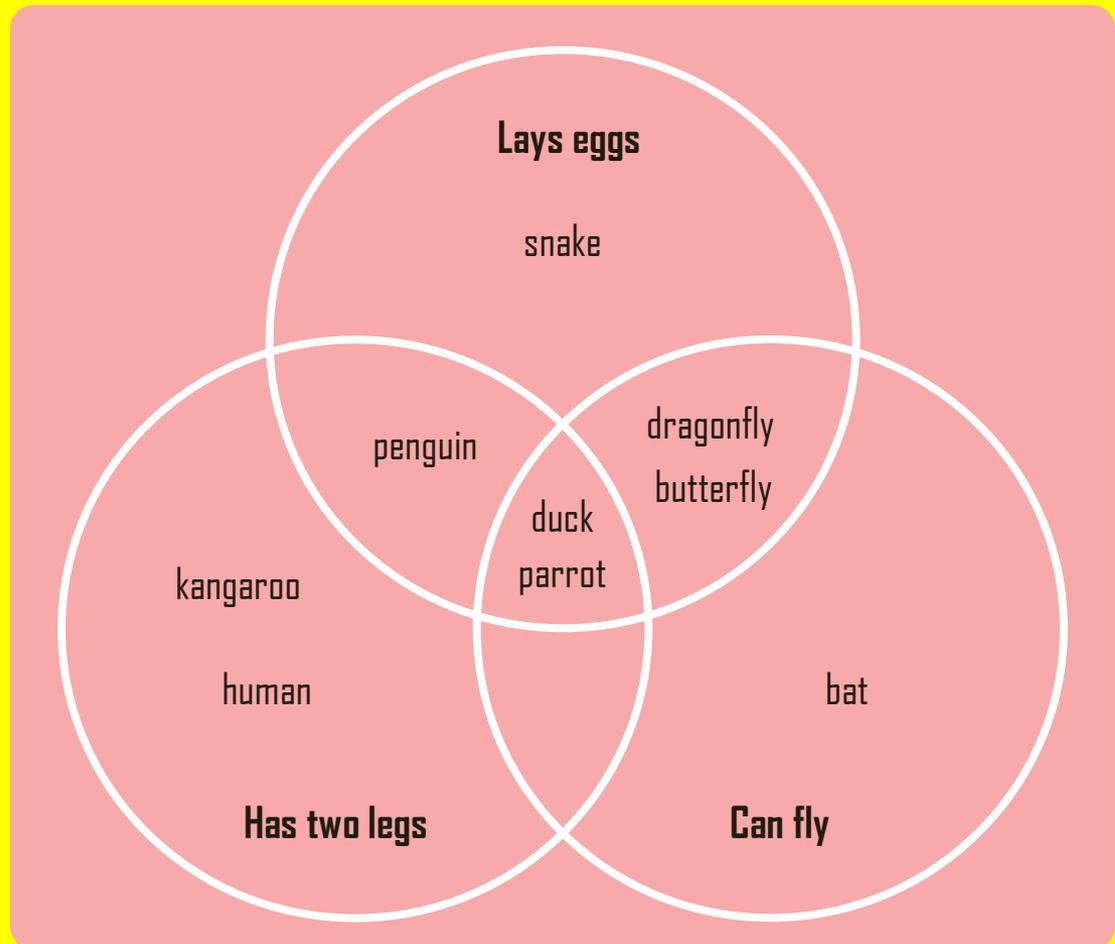


Sorting into Three Groups

Venn diagrams can be used to sort lots of groups of animals.

Where would a turtle go on this diagram?

Where would a cat go?



Activity 3. Life Processes

Can you remember them all?

M
R
S

G
R
E
N

MRS GREN



Check back to see if you were right and if you got most correct, well done Giants & Griffins!

Write this out in your books to help you remember. Go Griffins & Giants!