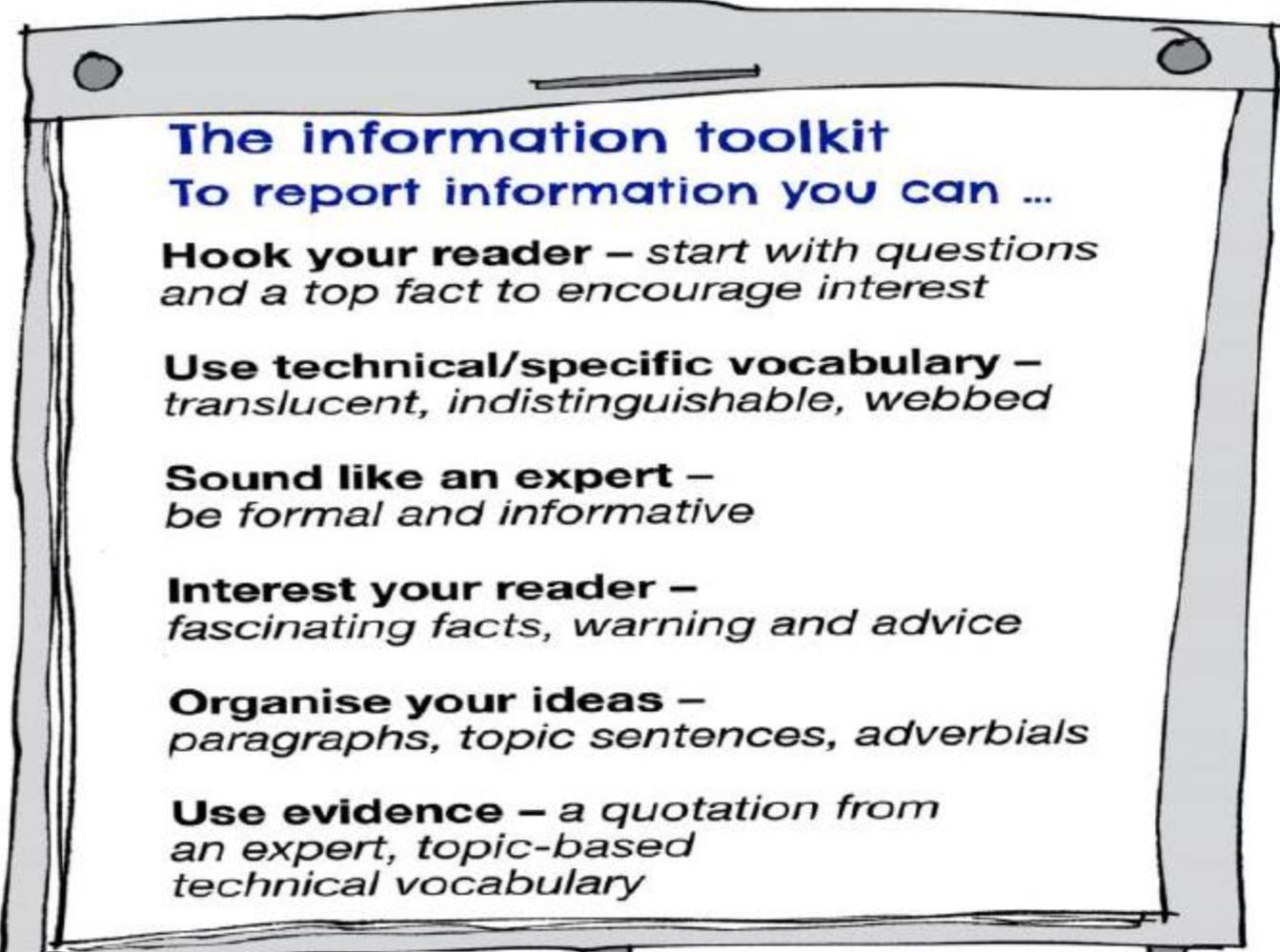


Day 3

English

Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.



The information toolkit

To report information you can ...

Hook your reader – *start with questions and a top fact to encourage interest*

Use technical/specific vocabulary – *translucent, indistinguishable, webbed*

Sound like an expert – *be formal and informative*

Interest your reader – *fascinating facts, warning and advice*

Organise your ideas – *paragraphs, topic sentences, adverbials*

Use evidence – *a quotation from an expert, topic-based technical vocabulary*

Now comes the fun part! Your challenge is to write an information text about a type of elf or sprite. The choices are endless and I am sure that you already have an idea about the type of creature that you might write about. To help you think of what type of elf or sprite, here is a list of suggestions and some ideas and pictures that might inspire you:

***The forest elf** is found in large woods and hedgerows. It has twigs and leaves sprouting out of its head.*

***The river sprite** lives under riverbanks. It is covered in a salmon's scales and is very slippery to touch.*

The rose elf inhabits gardens and has red, soft skin. It smells very sweet and likes to sleep in a rose's petals.

Lemon tree elves live in grocery departments of big stores and are an astonishing bright yellow. However, they have sour spit which is best avoided.

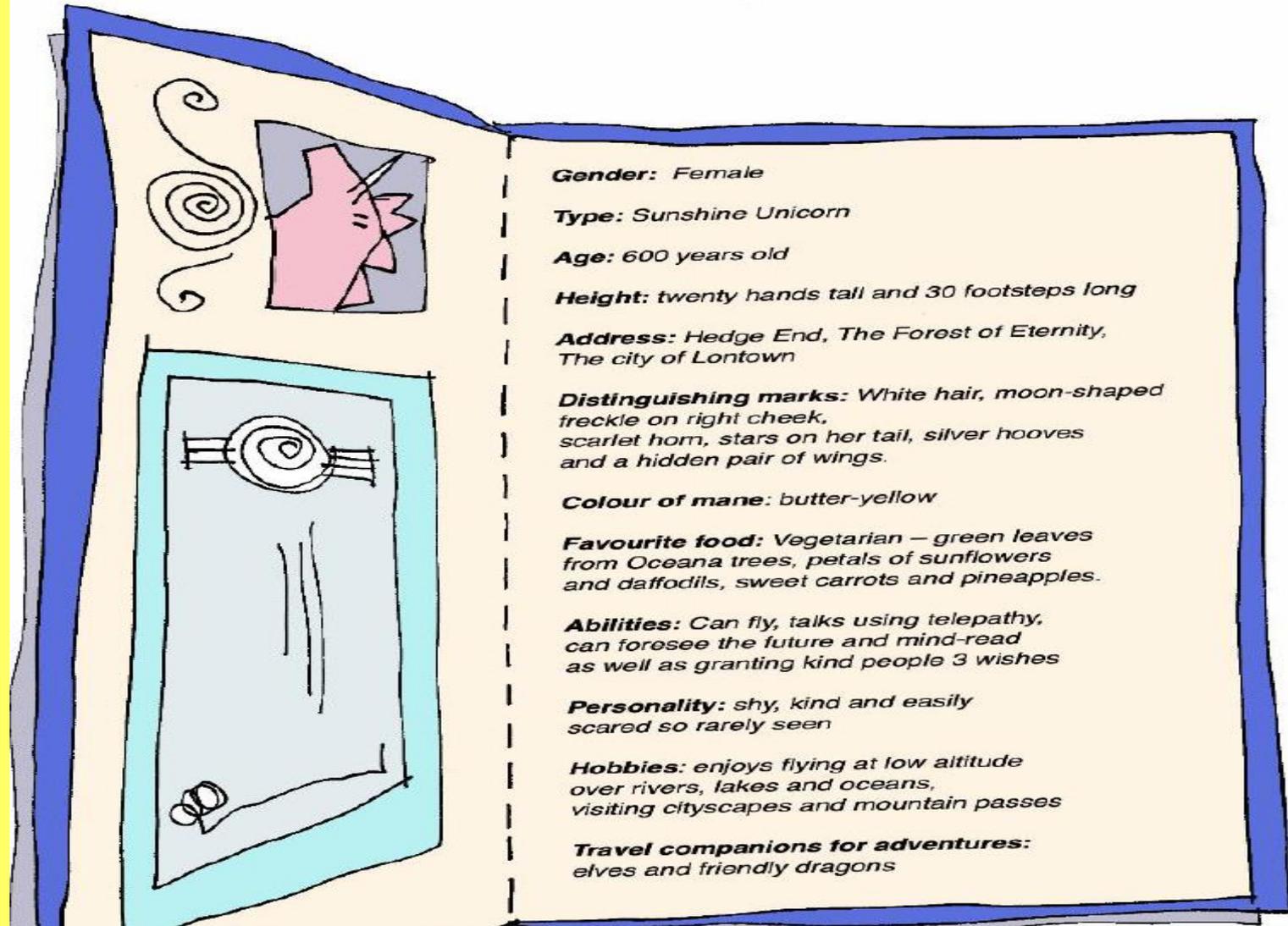
The library sprite hides on bookshelves, is pale and, because of reading so much, tends to wear glasses.

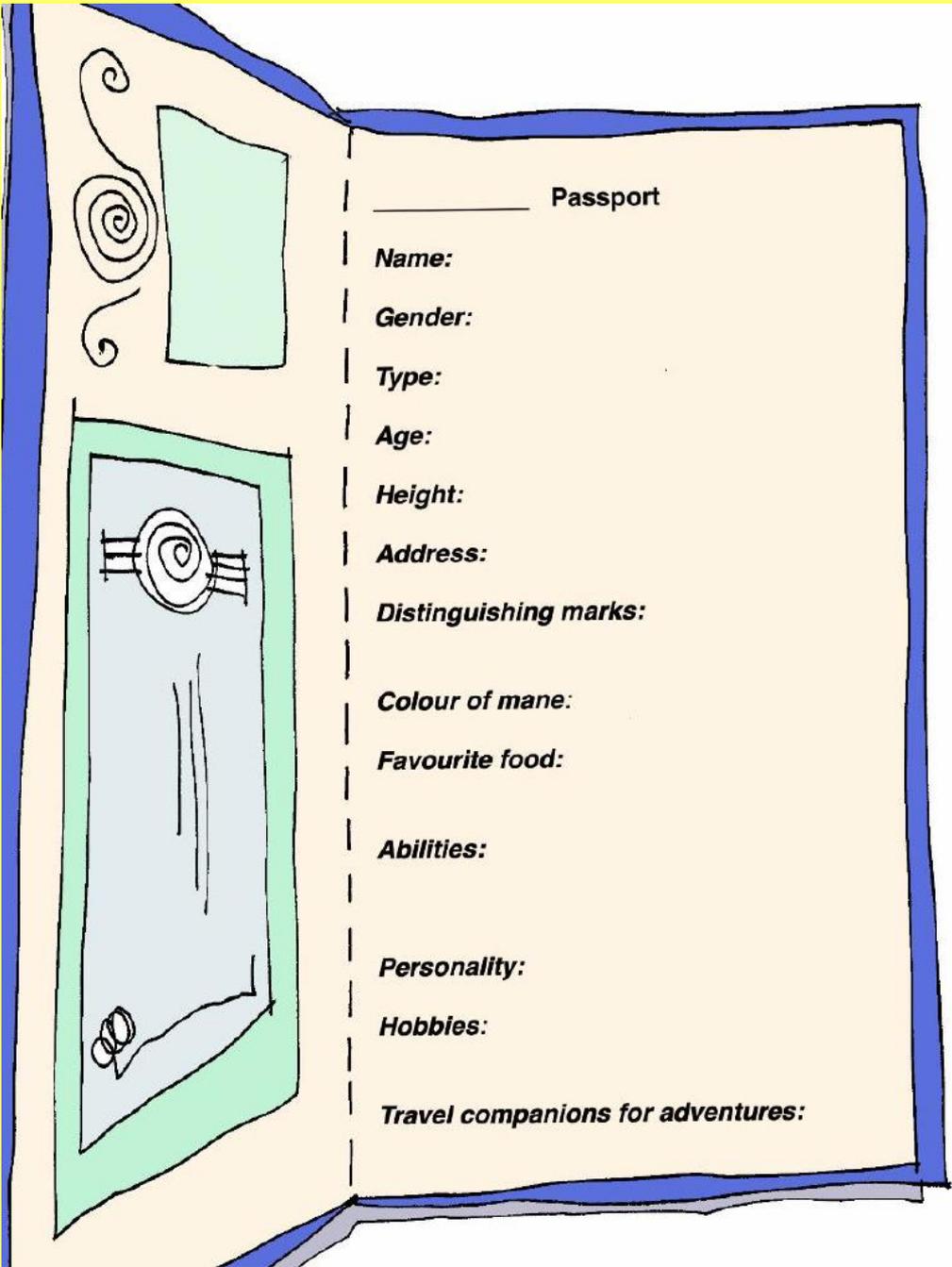
The sky elves live in clouds, can fly with their tiny wings and have misty hair. They are the only species of elf that can fly long distances.



Time to make your mind up. Which type of elf or sprite will you be writing about? Write a couple of sentences to explain which type of elf or sprite you are going to write about, where they live and what they look like. Use the pattern of the above sentences as a model.

To help you think about your chosen type or species of creature, you are now going to create a passport. You will need to provide details and draw a picture. Here is an example of a passport for a unicorn. Use the template on the next page to create your own passport for one of your chosen species of elf or sprite.





_____ Passport

Name:

Gender:

Type:

Age:

Height:

Address:

Distinguishing marks:

Colour of mane:

Favourite food:

Abilities:

Personality:

Hobbies:

Travel companions for adventures:

Answers for Maths day 2

1 Marbles are put into bags of 10



- 67 bags of marbles are packed.
- 3 more marbles are added to each bag.

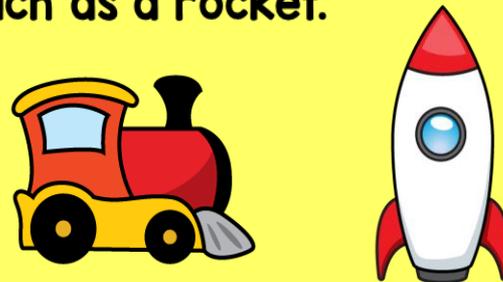
How many marbles are there in total now? $67 \times 13 = 871$

2 Work out the missing digits.

$$\boxed{5} \times \boxed{7} \times \boxed{3} = 105$$

$$105 \div 5 = 21$$

3 A toy train costs three times as much as a rocket.



The total cost of the train and rocket is £52

How much does the train cost?

$$52 \div 4 = 13$$
$$13 \times 3 = 39$$

The train costs £39

The table shows the ages of people in a theme park.

Age	Number of people
Under 18	126
18 - 60	195
Over 60	38

These are the entry costs.

How much money did the theme park make from entry costs? **£2,846**



$$126 \times 5 = 630 \quad 38 \times 7 = 266$$

$$195 \times 10 = 1,950 \quad 630 + 1,950 + 266 = 2,846$$

Given that

$$\triangle + \triangle + \star + \star = 100$$

$$\underbrace{\heartsuit + \heartsuit}_{28} + \underbrace{\triangle + \star}_{50} = 78$$

Work out the value of the

$$78 - 50 = 28 \quad 28 \div 2 = 14$$



3 What are the missing numbers?

$$\boxed{4.2} \times 10 = 42$$

$$\boxed{420} \div 10 = 42$$

Day 3

Maths



Have a go at these problems

1 Workers in a factory make toys.

- On Monday they make 2,350 toys.
- On Tuesday they make 235 more toys than they did on Monday.

By Wednesday they have to make 7,500 toys in total.

How many toys do they need to make on Wednesday to make 7,500 in total?

2



Carrots
£1.80 per kg

How much does 250 g of carrots cost?

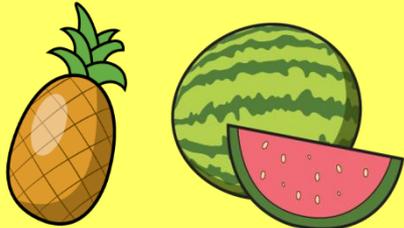
3



Parsnips
£2.60 per kg

How much does 300 g of parsnips cost?

- 1 The cost of a pineapple is half the cost of a melon.



£3.50 each

How much does the pineapple and melon cost altogether?

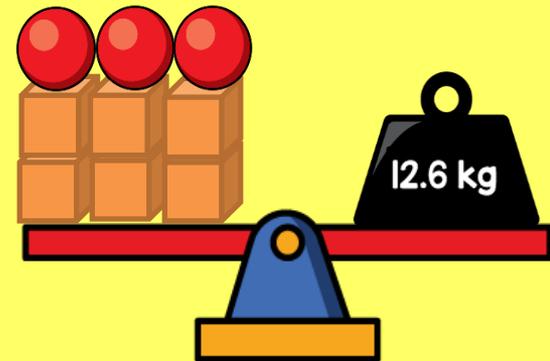
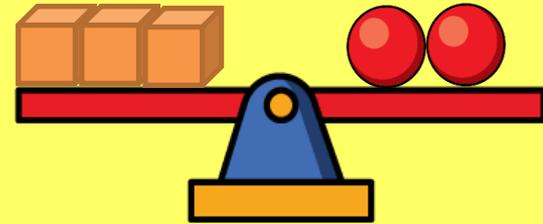
- 2 Tommy thinks of a number.

5 is a factor of my number



Does Tommy's number have to be odd? Explain your answer.

- 3 Gina balances some scales.



What is the mass of a cube?

What can I control?

“To help build our resilience, we should try to look positively at difficult or challenging things that are happening in our lives. While sometimes there are things we can't control, there are often steps we can take to reduce the impact of these challenging situations on our lives.”

Here are some examples as some of the day-to-day challenges that we might experience:

The weather

How much homework I have to do

Someone is spreading rumours about you

The train is delayed and you're late for an important appointment

Think of some more examples of things that might be challenging for us.

"It's hard to deal with these tough issues when we feel like we have very little control over them, but we can often take some positive and proactive steps to make those issues feel less stressful. By coming up with solutions that will help you manage these situations, you can change the way you react to the day-to-day things in your life which might get you down or frustrate you."

Can you think of an action you could take to make this challenge feel less stressful? You don't need to solve the whole problem, just think of ways you can improve the situation or take the first steps towards a solution. Think of actions to solve your examples.

Examples of solutions from the above scenarios:

What you cannot control: the weather

What you can control: bringing an umbrella

What you cannot control: How much homework I have to do

What you can control: What other commitments you have on that time

What you cannot control: Someone is spreading rumours about you

What you can control: How you react to those rumours

What you cannot control: I have to do exams

What you can control: How much revision I do/joining a study group/ getting a revision guide.

Computing – This is a link to a coding site.

https://www.barefootcomputing.org/homelearning?mc_cid=b8b438bf50&mc_eid=9ff4c3e8aa



Enjoyable activities, designed by teaching professionals for **families to do at home with their children.**

Use this or An Hour of Coding to do your computing work.

Active Learning

Physical activity -
minimum 30 minutes each day

Link to resource

5 a day

User Name: FPS53 / Password: JFz4XqG7

<https://player.5-a-day.tv/>

Joe Wicks - PE sessions

<https://www.youtube.com/channel/UCAxWIXTOIEJc0TYIRfn6rYQ>

Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

PE Hub Parents Portal

<https://pehubportal.co.uk/>

Go Noodle

<https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>

Go for a walk/run.

You must go with an adult from your home and make sure you stay 2 metres away from other people.

Outdoor learning

Loose Parts Challenge:

Make a ball run with a difference!

All

Play
based
learning

A
B
C



What could you use?

A ball of some kind!

A range of small and large materials
e.g. recycling, scrap construction,
materials, natural items, and other
bits 'n' bobs!

Instructions basic level

Activity

To design and build a tennis ball run.
Here are our specifications but you can choose
your own:

- The tennis ball run must be on at least two levels and at different heights.
- It must change direction and involve at least one right angle.
- It must have a start and finish point.
- The tennis ball must be able to travel from beginning to end on its own.

The scale of your ball run is up to you!

General Learning Outcomes and possible extensions

This is a fun practical STEM activity
with problem-solving, trial and error
and evaluation at its core. It could
also be linked to forces and motion
in Science work.

Add more twists, turns or levels to
your ball run.

Can you ball run go from indoors to
outdoors, or vice versa?