

Good Morning Unicorns!

Here's your work for today:

Thursday 14th May



Farnborough gets Active

Our active challenge starts Thursday 14th May and ends Wednesday 20th May.

- ❖ When going out for your daily exercise, measure how many kilometres you cover across 7 days (dates above).
- ❖ All activities count - walking a dog, walking through the woods, running, cycling, scooting are all perfect.
- ❖ Once you have completed the week, email your class teacher on the class email with the total of kilometres: yeartwolearning@farnborough.bromley.sch.uk
- ❖ The final day to supply teachers with your total is Friday 22nd May.

Which class will be crowned the most active?



Farnborough gets Active

Here is a table your child can use to record your distances

	Thursday 14 th May	Friday 15 th May	Saturday 16 th May	Sunday 17 th May	Monday 18 th May	Tuesday 19 th May	Wednesday 20 th May	Total amount of kilometres
No of kilometres covered by your family								

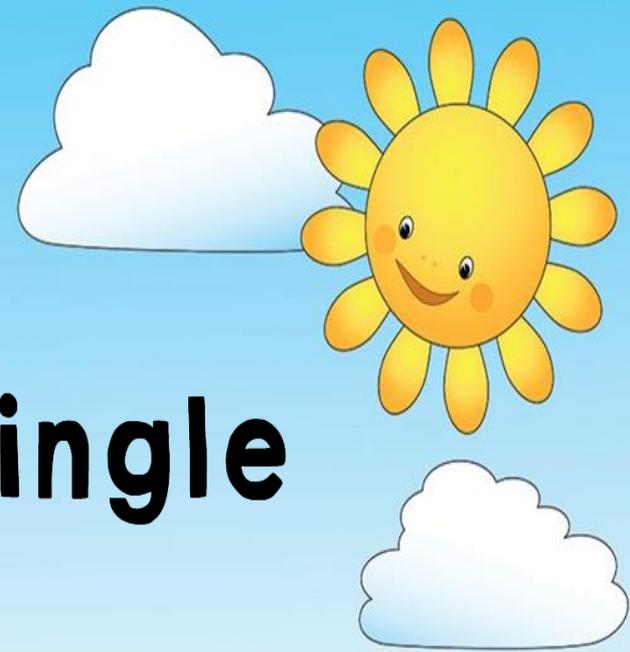




Reading Comprehension

Today you are going to read a text and answer questions about it. You can write your answers in your exercise book.





Kiri and Jingle



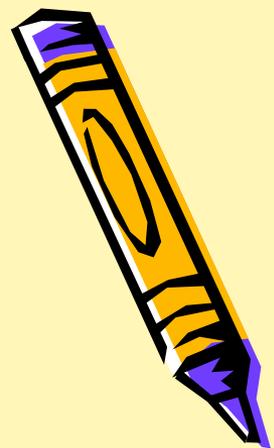
Kiri and Jingle

There was a noise. It was coming from the street outside Kiri's house.

Kiri went to have a look. She stood still for a moment. There it was again, a sort of squeak. Or was it a wail? Kiri looked high. Kiri looked low. Kiri looked high again. Then she spied him.

It was Jingle, next door's cat. He was sitting on a branch of a tree.

“Hello, what are you doing up there?” she said.





1) Why did Kiri go outside?

2) ... *Then she spied him ...*

What does *spied* mean? Tick one.

sneaked up on

spoke to

saw

grabbed

3) Where was Jingle?



Kiri stretched up but it was no good. She looked at the smooth tree trunk and sighed. Then, she clicked her fingers and smiled.

A few minutes later, she came back with a ladder. She placed it up against the tree and started to climb. Soon she was sitting on Jingle's branch. Jingle wailed at her. Kiri edged towards Jingle. Jingle moved away. Kiri edged a little closer. Jingle moved away again.



Kiri stretched out her arm. As she did so, her leg kicked the ladder and it crashed to the floor.

“Oh no!” cried Kiri. She clung onto the branch and look down. It was a long way to the ground. Kiri clung on even tighter.



Questions:

4) *Then, she clicked her fingers and smiled...*

Why did she do this? Tick one.

She liked smooth trees.

She had an idea.

She was tricking Jingle.

She was calling for help.

5) What did Kiri use to climb up to the branch?

6) *Kiri edged towards Jingle...*

What does *edged* mean here? Tick one.

moved carefully

moved quickly

went around

reached out



Jingle walked further along the branch. It got lower and lower the further he went. Soon it was so low that he could jump off the end and land safely on a garage roof. From there he could hop down onto a fence, a bin and finally the floor.



Jingle slipped in through his cat flap and ate his tea. Then, he tried to settle down for a snooze but there was a noise. Jingle went to have a look. It was Kiri wailing in the tree. Jingle turned tail and went back inside to look for a quiet spot. There was no way he wanted to be disturbed by that awful wailing noise. Cats are like that.



Questions:

7) What did Jingle jump down onto from the branch?

8) ... *Jingle turned tail* ... This means ... Tick one.

He cleaned himself.

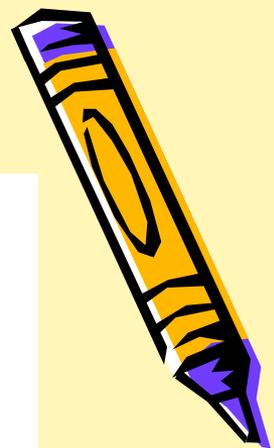
He meowed.

He arched his back.

He turned around.

9) Think about the whole story. Number the events below from 1 to 4 to show the order in which they happened.

The ladder fell down.	
Kiri climbed onto the branch.	
Jingle ate his tea.	
Kiri heard a noise.	





Grammar



- Today you will be focussing on:
Special naming words

Watch this link and enjoy the video:

<https://www.youtube.com/watch?v=XfkHRgqCnOM>

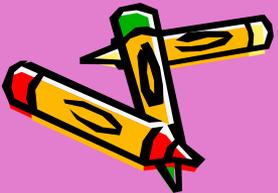




Grammar



- Please complete pages 22 and 23 in your Nelson Grammar workbook.



Maths answers from yesterday:

1. Children should have ticked the following: a) second set of cubes b) first group of children c) 45 m
2. $52 > 48$. The bin is taller than the stool.
3. a) $<$ b) $>$ c) $<$ d) $<$ e) $<$ f) $<$
4. Children should have put the following digits in the boxes:
a) Any digit greater than 4 b) Any digit greater than 4 c) Any digit d) 3, 6 e) The digit in the first box must be greater than the digit written into the second box.





Maths

Today we are going to look
at ordering lengths





Click on this link:

https://www.youtube.com/watch?v=Yx_Lcp9tkmE



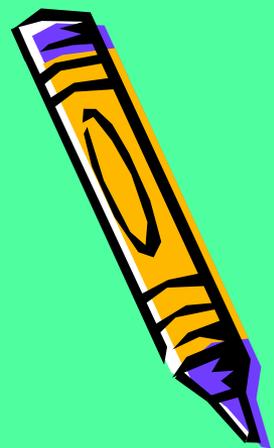
Ordering lengths

Discover



Activities	Distances
Kicking football	25 metres
Jumping	7 metres
Throwing	16 metres

- 1** a) Order the three distances from shortest to longest.
- b) Work out the difference between the longest and shortest distance.



What does
'order the
three
distances'
mean?



Let's look at the answers and how you could have worked them out on the next page...

Share

I placed  on a number line.



a)

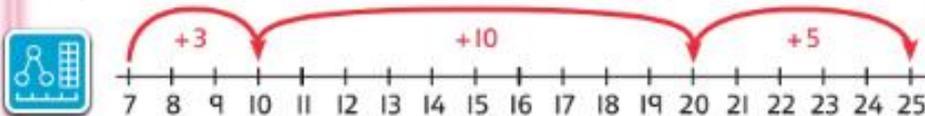


I compared the tens and ones in place value grids.

T	O	T	O	T	O
	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●

From shortest to longest, the distances are 7 metres, 16 metres and 25 metres.

b) 7 is the smallest number and 25 is the greatest number.



$$7 + 18 = 25$$

$$25 - 18 = 7$$

The difference between the longest and shortest distance is 18 metres.

T	O
●●●●●●	●●●●●●
T	O
●●●●●●	●●●●●●

$$\begin{array}{r} \text{T} \text{ O} \\ 18 \\ - 18 \\ \hline 0 \end{array}$$

Why did Flo make a model for each of the numbers? How do the models help her to put the numbers in order?

Astrid did it differently – she used place value grids. Can you tell which number each grid represents?

How did the grids help Astrid to put the numbers in order?

Now I would like you to have a go at completing the questions on the next slides. You can write your answers in your exercise books.



If you would like to try Gruffalo work, complete questions 1 and 2.



If you would like to try Horrid Henry work, complete questions 1, 2, 3 and 4



If you would like to try James and the Giant Peach work, complete questions 1, 2, 3, 4 and the Challenge question on the following slide.

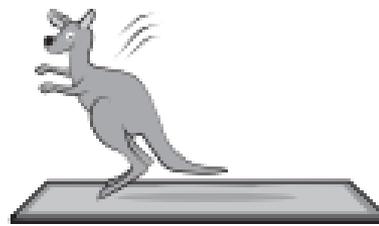


1 Order each jump from shortest to longest.



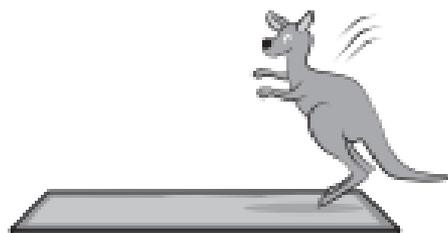
4 m

A



6 m

B



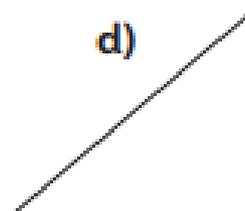
2 m

C



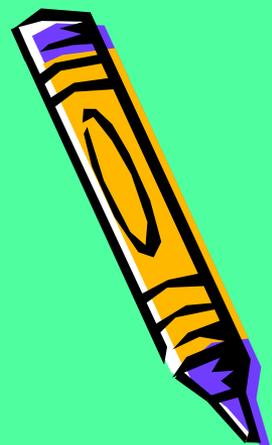
The order is _____

2 Measure each line. Put them in order from shortest to longest.



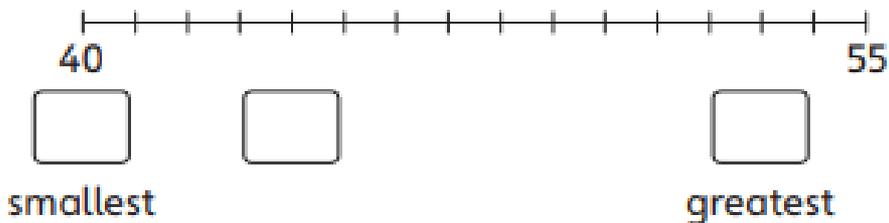
The order is _____



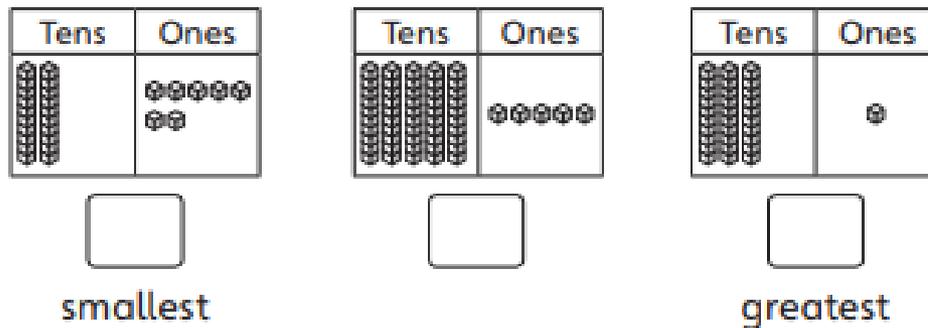


3 Order the numbers from smallest to greatest.

a) 53 cm, 40 cm, 44 cm



b) 27 m, 55 m, 31 m



4 Change one number so each set is correct.

a)
80 m 70 m 90 m
smallest → greatest

b)
15 m 26 m 4 m
smallest → greatest



3 There are lots of things we can measure.

CHALLENGE



I could measure the length of our feet.



I could measure the length of our arms.



I could measure the length of our hair.

Pick one of these and measure everyone at your table.
Put the measurements in order from smallest to greatest.



Do we need to measure to compare the length of our arms?



If you'd like an extra challenge, (or have some spare time) I have created a Maths Challenge PowerPoint which has an extra challenge for every day. You can have a go at that now.





English



Today you will be writing in role, becoming the character in the story and writing about what happened.

- Re-watch the film:

<https://vimeo.com/24962214>

I'd like you to use your story maps that you made on Monday to help you to remember the film.

You will need to write in the first person ,(I) recall the events in order and describe your feelings.

There is an example on the next few slides.



Today I went to the launderette to do my washing because it was Thursday. Thursday was washing day. I was tired as it was late. Suddenly, I noticed something strange inside the washing machine. It was a fish! Was I dreaming? It couldn't be a fish, surely it was just a sock...



Slowly, I got out of my seat and went to have a closer look. Shocked, I saw it again. My sock had transformed into a fish and there were schools of them! Did I own that many socks?

After that, I opened the door. Carefully, I reached out and touched the bubble of water leading to the underwater world. Then, I took a deep breath and put my head inside. I swam through a dark, narrow tunnel and that's when I saw it...



Tall, strong seaweed towers grow towards the light, standing still and stoic in the strong current. Shoals of stripy, colourful sock fish dart up and down. Bright rays of sunshine dance and sparkle in the water. A large t-shirt octopus with long tentacles drifts by. The glittering seabed stretches as far as the eye can see. Small, woolly hat turtles swim past slowly. Bubbles travel to the surface before bursting...POP!





Science

Today you're going create your own mini
'explosions' in a glass!



Fireworks in a glass



You will need:

- A glass
- A small bowl
- 3-4 tablespoons of oil
 - Warm water
- Food colouring
 - A fork

1. Fill the glass about $\frac{3}{4}$ full with warm water.
2. In a separate bowl, add 3-4 tablespoons of oil and carefully add a few drops of different food colouring.
3. Mix it all gently with a fork- just enough to disperse the food colouring a little bit. You'll notice it doesn't mix with the oil- it just breaks up into smaller dots.
4. Pour the oils and colour mixture into the warm water.
5. Watch as the coloured drops sink down into the water and mix together creating a firework effect.



What's the Science behind it?

This is all to do with the density of each liquid (how heavy it is for its size.) Food colouring dissolves in water but not in oil. As they sink to the bottom of the oil, they mix with the water and begin to dissolve, creating tiny 'explosions'.

Enjoy, Unicorns!



Tomorrow we are going to have another themed day. You're going to take part in...

Farnborough's Film Festival!

You'll have instructions on how to create your own animation!