



Message from Mrs du Bruyn, Miss Cook, Miss Ross-Heeley and Mrs McGill

We hope that you are all still keeping well and happy. This week we want to remind you of the importance of sleep, exercise and water. You need between 10-11 hours of sleep every day. Do you get enough? Also, you need to move, that's what your body's meant to do, so get up and play, run, chase, jump or walk! Try to drink about 5 glasses of water each day. If you stay hydrated, you can concentrate better. Have a fun week, we miss you all!

English

Spellings for the week

boastful, faithful, doubtful, fearful,
thankful, beautiful, pitiful, plentiful,
fanciful, merciful

Spend 5-10 minutes each day learning how to spell these words where the _ful suffix are added to nouns or verbs to create adjectives.

Monday- We will continue to listening to the reading from "There's a boy in the girls' bathroom" by Louis Sachar.

<https://www.youtube.com/watch?v=bZKsi8dZPvg&list=PLm9IGlu-fnWYAD-hZLwGvOwY2DSIwsD0s>.

Today, we will listen to chapters 25 -27. Discuss these questions as you listen.

Chapter 25- What examples are there of how Bradley is trying to do the right thing?

What did he do when he spilled the orange juice?

What unkind thing did Claudia? How did Bradley react?

How did Jeff get his black eye? How did Jeff's behaviour change?

What was Bradley's behaviour like in class? Did he get his gold star that day? What actions tells us that he is excited about getting a gold star? How do you think he felt when he did not get a gold star?

Chapter 26- Do you feel sorry for Bradley? Why? Why did the boys chase him?

Why did Bradley run into the girls' bathroom? Describe the girls' bathroom.

Can you compare Bradley's behaviour at the beginning of the story to his present behaviour?

What happened when Bradley tried to exit the girls' bathroom?

Chapter 27- What evidence are there that Bradley trust Carla and enjoys talking to her?

What did Carla and Bradley have for lunch?

Do you think Bradley is copying Carla's behaviour? Think about when he complimented her t-shirt.

Why is Bradley scared to do his homework? How does Carla convince him to do it? What does she say to motivate him? Are you scared of doing homework sometimes? Do you talk to someone if you feel like that?

Tuesday- Listen to chapter 28 (use link above). Think of a few words to describe Bradley's attitude when he's doing his homework. How did Bradley and his mum's relationship improve? Think of a few words to describe Bradley's mum's attitude when helping him with his homework. How did Claudia's character develop? How did this homework task develop the whole family's relationships?

Wednesday- Today we'll be looking at determiners. A determiner is a word that goes before a noun and identifies the noun in further detail. There are different types of determiners:

| | |
|----------------|--|
| articles | a boy, an orange, the cat |
| demonstratives | this apple, that car, these shops, those girls |
| possessives | his hat, her homework, my book, their house |
| quantifiers | some rice, each word, every box |
| numbers | one chair, two men, three dogs |
| question words | which bag, what letter, whose computer |

Read the following passage of text. Identify all the determiners.

Detective Dwight awoke one night to some shrieks and shouts outside his house. "That is not right," thought Dwight, so he spied out of his bedroom window. Eek! Dwight had a fright when he saw something white hiding beneath the slide in his back garden. "I think that it is time to put on a light after such a terrible sight," thought Dwight, but the more he thought, the more he realised what that fright might have been. Dwight crept outside and peered behind the slide. Two wide eyes... one big, fluffy smile... He had found a tiny cat, covered in many scratches. It must have been in a fight. "This will never do," thought Dwight, so he took the cat inside for a bath and a nice, warm bowl of milk.

Thursday- Read aloud to an adult at home, any book you wish to. After each page, re-tell what you've read and ask your adult to ask you questions about your book. Try to identify a few determiners while you read. Challenge yourself by reading chapter books and aim to read every day in your free time. Reading improves your writing skills and build on your vocabulary. Make a list of new words you've discovered and try to use it when you talk or write.

Friday- Spelling check.

We will also continue to listening to the reading from "There's a boy in the girls' bathroom" by Louis Sachar.

<https://www.youtube.com/watch?v=bZKsi8dZPvg&list=PLm9IGlu-fnWYAD-hZLwGvOwY2DSlwsD0s>

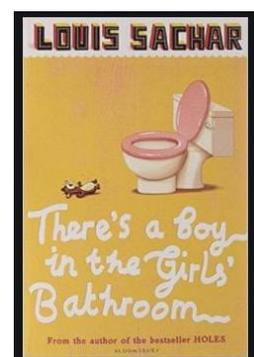
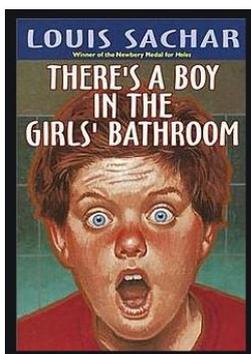
Today, we will listen to chapters 29-31.

Make notes about examples of how Bradley's character developed over these chapters.

Talk about the chapters, what impact did the character's actions have on you? Did you feel happy, disappointed, angry, frustrated, sad? Discuss your feeling and whether the author succeeded in provoking feeling in you.

Bradley talks to his toys to deal with his feelings after each day at school. This is a good idea. We can all do with "talking to your toys" sometime!

Your writing task is to write a diary page for yourself for a week. Write about the things you've done, whether you enjoyed it or not and why. You can write about your feelings, the things you miss, the things that makes you happy or sad. You can write about the things you appreciate and why. Think about the things you've done wrong during the day and how you plan to change it. After the week, re-read your diary entries and reflect on how you've felt each day. If you want to, you can share your entries with a family member, or if not, at least talk to them about your feelings. We all need to support each other during these uncertain times.



Maths

Monday- Today we'll be looking at Measurement and practise to convert between different units of metric measure.

First you need to know these "rules for measurements"

| Metric Unit of Measure | |
|---------------------------|-------------------------|
| Measures of Length | |
| 1 meter (m) | = 1000 millimeters (mm) |
| 1 meter (m) | = 100 centimeters (cm) |
| 1 Kilometer (km) | = 1000 meters |
| 1 decimeter (dm) | = 1/10 meter |
| Measure of Weight | |
| 1 gram (g) | = 1000 milligrams (mg) |
| 1 kilogram (kg) | = 1000 grams |
| Liquid Measures | |
| 1 liter (L) | = 1000 milliliters (mL) |
| 1 deciliter (dL) | = 1/10 liter |

- 1 Complete the conversions.
 1,000 metres = 1 kilometre 1,000 grams = 1 kilogram
 2,000 m = _____ km _____ m = 5 km
 20,000 g = _____ kg _____ g = 15 kg
 200 m = _____ km 500 g = _____ kg
 2,200 g = _____ kg _____ m = 1.5 km
- 2 Complete the missing information
 $\frac{1}{10}$ kilogram = _____ grams $\frac{3}{10}$ km = _____ metres
 7 kg + $\frac{1}{4}$ kg = _____ g 12 km + _____ km = 12,500 m
- 3 Compare the measurements using <, > or =
 5 kg ○ 4,500 g 12 kg ○ 12,000 g
 3.7 km ○ 370 m 37,000 m ○ 3.7 km

Tuesday-

CONVERTING METRIC UNITS - LENGTH WEIGHT & VOLUME 1

- | | |
|--------------------|--------------------|
| 1) 1 kg = _____ g | 2) 2 kg = _____ g |
| 3) 1 cm = _____ mm | 4) 2 cm = _____ mm |
| 5) 1 km = _____ m | 6) 2 km = _____ m |
| 7) 1 L = _____ mL | 8) 2 L = _____ mL |
| 9) 1 m = _____ cm | 10) 2 m = _____ cm |

Which is the most? Circle the largest amount in each box.

| | | | |
|-------------|--------|----------|----------|
| <u>1 kg</u> | 1 m | 1 L | 560 m |
| 300 g | 80 cm | 1,250 mL | 2,000 cm |
| 950 g | 120 mm | 980 mL | 1 km |

Use greater than (>), less than (<) or equals (=) to compare the amounts.

- | | | |
|-------------------------------------|-------------------------------------|--------|
| 1) 1 L > 590 mL | 2) 1 m <input type="checkbox"/> | 75 cm |
| 3) 20 mm <input type="checkbox"/> | 4) 1 km <input type="checkbox"/> | 250 m |
| 5) 250 cm <input type="checkbox"/> | 6) 50 mm <input type="checkbox"/> | 7 cm |
| 7) 1,200 g <input type="checkbox"/> | 8) 4 m <input type="checkbox"/> | 350 cm |
| 9) 200 mL <input type="checkbox"/> | 10) 300 cm <input type="checkbox"/> | 3 m |
| 11) 970 m <input type="checkbox"/> | 12) 4 kg <input type="checkbox"/> | 500 g |

Wednesday- Mathletics ~ can you earn 3 gold bars today? Focus on measurement.

Thursday- Use a measuring jug and a 250ml cup. Pour out $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ml of a litre. Fill different sized containers with water, estimate the measure, then pour it out into a measuring jug and see how much it really is- you might be surprised to see how much each container holds.

Friday- Practice your times tables today at

<https://www.timestables.co.uk/> or log onto Mathletics and revise co-ordinates.

Extra Activities

R.E/ Art: We are looking at dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality, rather than mere argument or even conflict. In Britain today, people of many different faiths and beliefs live side by side. The opportunity lies before us to work together to build a society rooted in the values we treasure. But this society can only be built on a sure foundation of mutual respect, openness and trust. This means finding ways to live our lives of faith with integrity, and allowing others to do so too. Our different religious traditions offer us many resources for this and teach us the importance of good relationships characterised by honesty, compassion and generosity of spirit.

As members of the human family, we should show each other respect and courtesy. In our dealings with people of other faiths and beliefs this means exercising good will and: respecting other people's freedom within the law to express their beliefs and convictions, learning to understand what others actually believe and value, respecting the convictions of others about food, dress and social etiquette and not behaving in ways which cause needless offence. We should also recognise that all of us at times fall short of the ideals of our own traditions and never comparing our own ideals with other people's practices. We should always seek to avoid violence in our relationships.

Living and working together is not always easy. Religion harnesses deep emotions which can sometimes take destructive forms. Where this happens, we must draw on our faith to bring about reconciliation and understanding. The truest fruits of religion are healing and positive. We have a great deal to learn from one another which can enrich us without undermining our own identities. Together, listening and responding with openness and respect, we can move forward to work in ways that acknowledge genuine differences but build on shared hopes and values.

Now, give examples of how can we grow as a community? You can do this through art.

Examples



On your leaves, write words that describe how we should behave towards people in our community.

You can give your special art to a neighbour or someone in your community. Or, your parents can display your art at their work place.



History/ Computing- Over the next two weeks we want you to pretend that you are a “holiday planner” and you are trying to plan holiday activities for your family for the summer holiday. You can only use local sites (not more than 15min drive from Stockton). For your planning, think about: The needs of your family... Do they like walking, cycling, running, picnics? Do they enjoy the seaside? Hills? Woodlands? Think about the weather. Your activities must be free of charge, if you plan a picnic, only food from home are allowed. You can present your presentation in any format e.g. power-point, photos, pictures or writing. You can decide how many activities you want to plan, but be realistic. We are sure your family will all benefit from your homework assignment and we hope that you will get to do all the activities you’ve planned. Have fun!

Science/ Reading - This week we will be reading about Jane Goodall and her work on chimpanzees.

Jane Goodall is a British scientist who has studied chimpanzees for many years. She is considered to be the world expert on chimpanzees and their behaviour. Goodall was born in 1934 in London. When she was a child, her father gave her a chimpanzee toy, which began her lifelong love of animals. In 1960, Goodall was appointed as a chimpanzee researcher by a famous archaeologist called Louis Leakey. Leakey sent her to Gombe Stream National Park, in what is now called Tanzania in Africa, to observe the chimpanzee troop living there. Tanzania was known as Tanganyika when Jane Goodall went to study the chimpanzees there. *Jane began to study the Kasakela chimpanzee community. She used unusual methods, such as giving the chimpanzees names. At that time, scientists working with animals would use numbers to identify the animals, so they didn't get too attached. Goodall's methods allowed her to observe the chimpanzees' personalities and emotions. Observing patiently over a number of years, Goodall won the trust of the chimpanzees, and noticed new and interesting things about the chimpanzees' behaviour. She found that the chimpanzees had strong family bonds that would last for the whole of the chimpanzees' lives. She observed family members hugging, kissing, patting each other on the back, and even tickling each other! Goodall became familiar with several families of chimpanzees, and watched new family members be born. She saw the life cycle of the chimpanzees in action.* 100 years ago there were around 1 million chimpanzees in Africa. Scientists believe that there are now less than 200 000 left in the wild. The species has already disappeared from 4 African countries, and chimpanzees are nearing extinction in several other countries. *What do you think is causing them to be endangered?* There are many threats to the survival of the chimpanzee species: Poachers hunt and kill chimpanzees for bush meat, which is sold to people living in cities, wars and conflict in the areas in which the chimpanzees live also cause habitat loss and can result in deaths of chimpanzees, Baby chimpanzees are taken illegally to be exotic pets, Chimpanzees lose their habitats when forests are cut down for timber or to clear space for farming and diseases can affect chimpanzees, and can drastically reduce their population. All these threats prevent the chimpanzee life cycle from continuing in its normal way. This will eventually lead to the species becoming extinct. *Chimpanzees do still live in Tanzania, and the Gombe Stream chimpanzees are still living in the area where they were originally observed by Jane Goodall. The Jane Goodall Institute was set up by Goodall to protect the wild chimpanzees that are left in Africa. The Institute supports sanctuaries and public education programmes to protect chimpanzees in the wild. It raises money for these programmes and developments through donations from the public.*

Task (optional): Imagine that you have been asked to create an advert to ask people to help the Jane Goodall Institute save endangered chimpanzees by donating some money. In your advert, you should tell people about Jane Goodall and why chimpanzees are endangered. You can choose what your advert should look like. You may be able to design a poster or leaflet, or act out a television or radio advert.