



## Northbourne CEP School



### Blended Learning for Hazel Class 17<sup>th</sup> May – 21<sup>st</sup> May 2021

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Word of the day: innocent	Word of the Day: repercussion	Word of the Day: adorn	Word of the Day: mature	Word of the Day: drama
<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
<u>WALT identify turns and angles</u>	<u>WALT identify right angles</u>	<u>WALT recognise and describe 2D shapes</u>	<u>WALT draw on a grid</u>	<u>WALT move on a grid</u>
Children to use the attached worksheets to think about turns and angles.	<a href="https://classroom.thenational.academy/lessons/to-recognise-right-angles-6ww34d">https://classroom.thenational.academy/lessons/to-recognise-right-angles-6ww34d</a>	<a href="https://classroom.thenational.academy/lessons/to-describe-2-d-shapes-based-on-their-properties-6qu32d">https://classroom.thenational.academy/lessons/to-describe-2-d-shapes-based-on-their-properties-6qu32d</a>	<a href="https://classroom.thenational.academy/lessons/to-describe-positions-on-a-2d-grid-as-coordinates-c4w66r">https://classroom.thenational.academy/lessons/to-describe-positions-on-a-2d-grid-as-coordinates-c4w66r</a>	<a href="https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-updown-1-65h36t">https://classroom.thenational.academy/lessons/to-describe-movement-between-positions-as-translations-of-a-given-unit-left-right-or-updown-1-65h36t</a>
Children could use worksheet to act out the instructions practically to help them understand the differences between quarter turns and half turns.				

Topic	Topic	Topic	Topic	Topic
<p>WALT cold write a playscript</p> <p>Children use the attached template to cold write a playscript using their favourite part of the James and the Giant Peach story.</p>	<p>WALT identify features of a playscript</p> <p>Children use the following links to learn about the features of a playscript.</p> <p>What did they get right in their cold write? What do they need to ensure they include next time? <a href="https://www.theschoolrun.com/play-script">https://www.theschoolrun.com/play-script</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8">https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8</a></p> <p><a href="https://www.youtube.com/watch?v=cId_pHJG5r8">https://www.youtube.com/watch?v=cId_pHJG5r8</a></p> <p><a href="https://www.youtube.com/watch?v=3A1zCPWlLgM">https://www.youtube.com/watch?v=3A1zCPWlLgM</a> (a useful PowerPoint that goes through the key features step by step - apologies for the music!)</p> <p>WAGOLL worksheet attached</p>	<p>WALT use a colon to introduce a list</p> <p>Children to think about the types of punctuation needed when writing a list. (comma to separate)</p> <p>Why are lists important? When do we use them?</p> <p>Children to look through the following link.</p> <p><a href="https://www.theschoolrun.com/what-is-a-colon">https://www.theschoolrun.com/what-is-a-colon</a></p>	<p>WALT use a colon to introduce a list</p> <p>Think back to the 'strange old man's' recipe for the little green things in James and the Giant Peach.</p> <p>Children to have a go at writing a list of ingredients using a colon and commas.</p> <p><a href="https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd">https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd</a></p>	<p>WALT plan a playscript</p> <p>Children use the weeks learning to begin planning their playscript.</p> <p>Children to pick their favourite chapter or event from the story - how would this be written as a playscript for a film or play version of the book?</p> <p>Children think about the characters and their actions and how this will be shown in their scripts.</p> <p>Use template attached</p>

<p>Jigsaw/Art</p> <p>Children to watch the following clip:</p> <p>Think about how this links to our friendship lessons in Jigsaw - what feelings or emotions do you get when you are with your friends?</p> <p>Children have a go at drawing different emotion body images - think of the different colours and how they can represent different emotions.</p>	<p>Geography/Science</p> <p>WALT understand how humans use plants</p> <p>Children to use their learning from previous week to think about different ways we use plants.</p> <p>Choose one of the products from the attached sheet and research how it is made and which plant is used. Children can use the poster template to design a detailed information piece about the product they choose.</p>	<p>P.E</p> <p>Continue to practice batting skills:</p> <p>This could be done with a simple bat and ball set up in a garden or clear room.</p> <p>Children can set a sock or ball up on a cone and practice hitting with any household item (with permission) that could be used as a bat.</p> <p>Key skills: Keeping an eye on the ball.</p> <p>Moving your feet towards the ball to gain momentum.</p>	<p>French</p> <p>Use language angels to practice counting up to 30.</p> <p>Children can begin looking at the date in French using knowledge of days of the week and numbers.</p> <p>Extension task:</p> <p>Children to try to write and say their birthdays in French.</p>	<p>R.E</p> <p>What is it like to be a Hindu in Britain today?</p> <p><a href="#">Religious Studies KS2: Celebrating the festival of Holi - BBC Teach</a></p> <p><a href="#">Religious Studies KS2: Diwali - the festival of light - BBC Teach</a></p> <p>Children to watch the clips above – think about why it is important that other cultures are celebrated in our country – what is good about having different religions/ cultures in the world. Create a poster displaying why Hinduism in Britain is important (think about positive parts of their life and why it's important we are accepting of all people.)</p>

Instructions for **Word of the Day**:

1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word - say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound more interesting?
6. Write your best sentence down.
7. What prefixes and/or suffixes can you use with the word (if any)? How do they change the meaning?
8. Can you think of any synonyms or antonyms?
9. On Friday, write a paragraph using all the words of the day for this week.

For further information and guidance you can go to <https://vocabularyninja.co.uk/word-of-the-day/>

Planning template for Playscript

<p><u>Where is my scene set?</u></p>	<p><u>My scene title will be:</u></p> <p><u>Characters in this scene (and brief description):</u></p>	<p><u>What happens in this scene (brief):</u></p>	<p><u>Important dialogue (speech) I will include:</u></p>
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Play Script Writing Frame

**Characters** *(Who are they? Describe them)*

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**Scene 1** *(Set the scene- where is it? Who is there?)*

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**Narrator:**

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( **Stage Directions** )

**1st speaker's name :** *(How they talk/behave)*

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**2nd speaker's name :**

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# Recognising Features of a Play Script

Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

<b>Narrator</b>	<b>Stage directions</b>	<b>Scene number</b>
<b>Theatre words</b>	<b>Brackets/parenthesis</b>	<b>Description of setting</b>

## Scene 1 – Mother’s Kitchen

*Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.*

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

*Lights up on a cottage on the outskirts of a great forest. It is a spring day.*

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

*Mother takes a batch of fresh cupcakes from the oven and places them on the table.*

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

*Mother looks up at the clock (it’s noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.*

Red: These smell delicious. *(backing away)* You’ve been busy, Mother. Who are they for?

# How humans use

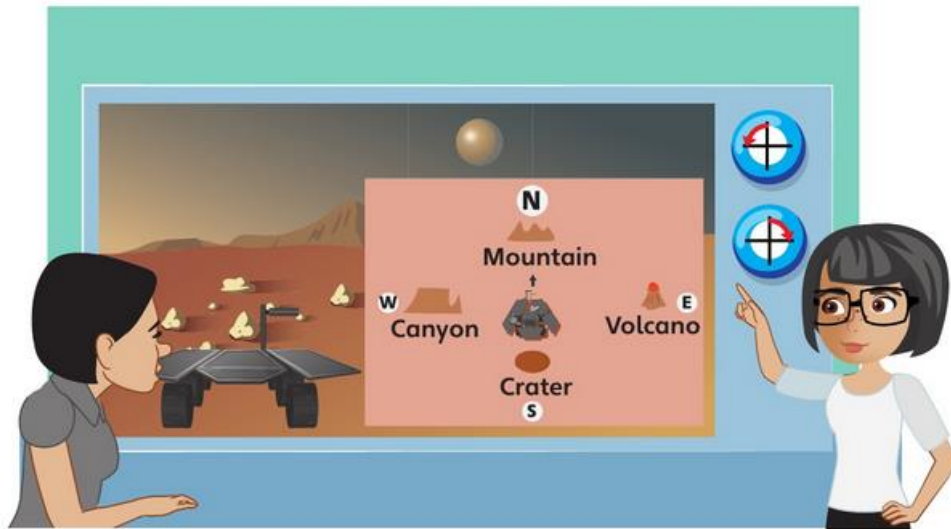
 <p>pencil</p>	 <p>plasters</p>	 <p>violin</p>	 <p>aspirin</p>
 <p>soap</p>	 <p>loofah</p>	 <p>toothpaste</p>	 <p>rubber</p>
 <p>T-shirt</p>	 <p>rope</p>	 <p>cricket bat</p>	 <p>clarinet</p>
 <p>chair</p>	 <p>wallpaper</p>	 <p>wine cork</p>	 <p>house</p>
 <p>carpet</p>	 <p>linoleum floor</p>	 <p>book</p>	 <p>cardboard box</p>
 <p>chewing gum</p>	 <p>henna dye</p>	 <p>tyres</p>	 <p>perfume</p>

# PLANTS



# Turns and angles

## Discover



- 1 a) The scientists want to photograph the crater. What instructions should they send to the rover to turn it to face the crater?
- b) How would the rover make a complete turn?

## Share

- a) The instruction buttons are for quarter turns.

A quarter turn is called a **right angle**. These are both right-angle turns.



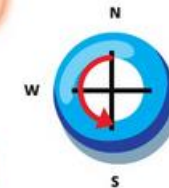
anticlockwise



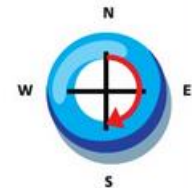
clockwise



Two quarter turns make a half turn.



anticlockwise



clockwise

To face the crater, the rover needs to make two quarter turns. It can turn either clockwise or anticlockwise. The final direction will be the same for a half turn.

- b) Four quarter turns make a complete turn.

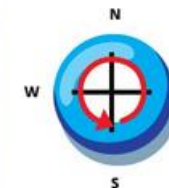
To make a full turn, the rover should make four quarter turns in the same direction. It could turn clockwise or anticlockwise.



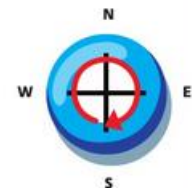
This reminds me of adding fractions.

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} \text{ which is equal to } \frac{1}{2}.$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$$



anticlockwise

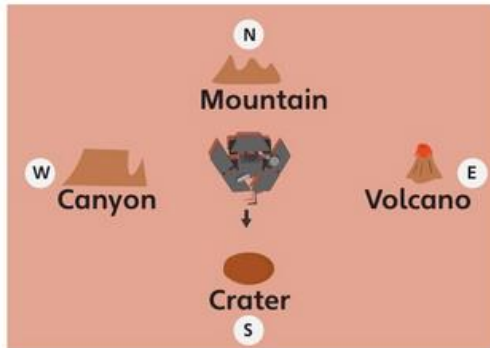


clockwise



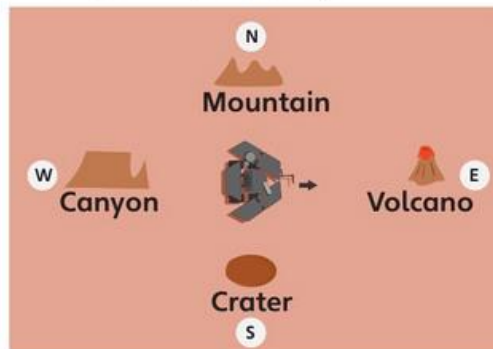
## Think together

- 1 The rover is facing the crater. It makes a quarter turn. Where could it be facing?



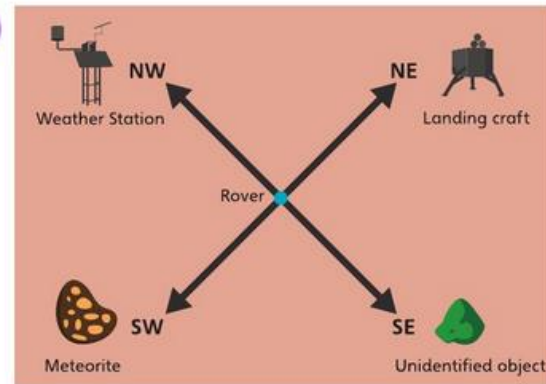
The rover could be facing the \_\_\_\_\_.

- 2 a) Now the rover is facing the volcano. It makes three quarter turns clockwise. What is it facing?



- b) From where the rover is now, try three quarter turns anticlockwise. What do you notice?

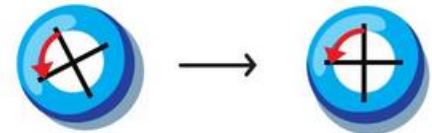
3



- a) The rover turns two right angles. Now it is facing the meteorite. Where was it facing to begin with?
- b) The rover is facing the meteorite. Then it turns to face the unidentified object. Write two different instructions for the turn.

NW means north west.  
NE means north east.  
SE means south east.  
SW means south west.

Turning the page around would help!



CHALLENGE