

# THURSDAY 30<sup>TH</sup> APRIL

## GOOD MORNING!

Maths: To create your own money system.

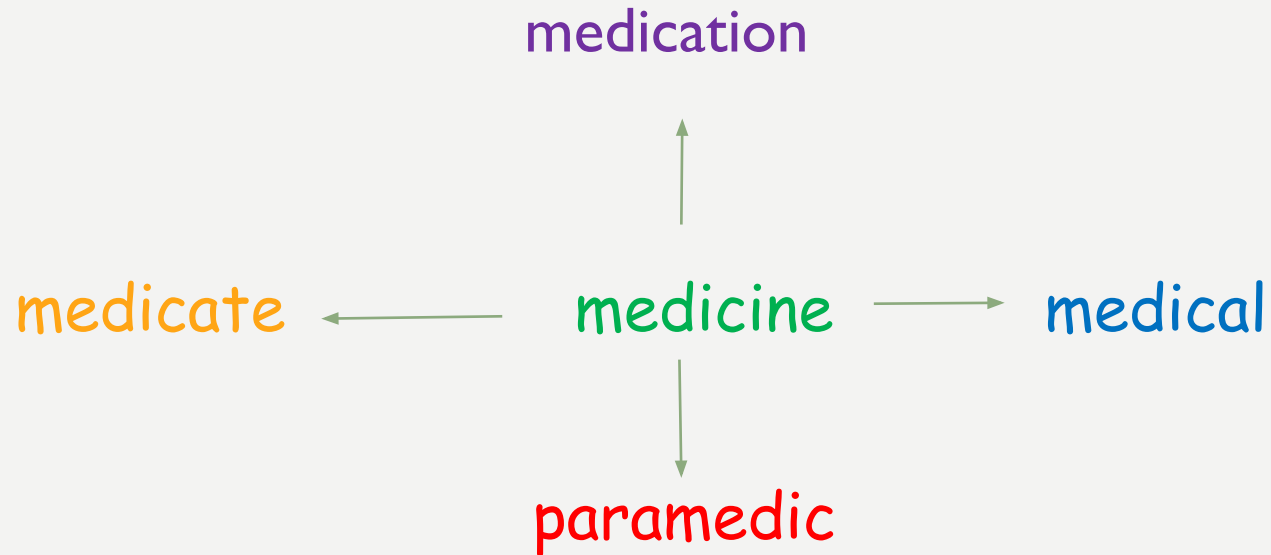
English: To organise information into paragraphs.

Suggested afternoon activities -

Japan weekly activities - this week we will be looking at the festivals of Japan! See the last slide for some activity ideas. Don't forget other classes have brilliant ideas you can use too!

# SPELLINGS

Today you will continue to look at word families. These are groups of words that are linked by a root (main) part of a word but have different suffixes (endings) or prefixes (beginnings) added. They often are linked in meaning too. Look at the example below:



*Can you find other words that could join the word 'solve' in a word family?*

# ARITHMETIC:

For the following addition calculations can you write the inverse subtractions?  
Number 1 is an example.

1) $27 - 12 = 15$  $15 + 12 = 27$ $12 + 15 = 27$	2) $170 - 30 = 140$	3) $37 - 10 = 27$
4) $44 - 13 =$	5) $44 - 12 =$	6) $47 - 32 =$
1) $42 + 4 = 46$  $46 - 4 = 42$ $46 - 42 = 4$	2) $27 + 6 = 33$	3) $29 + 4 = 33$
4) $43 + 4 =$	5) $49 + 2 =$	6) $57 + 9 =$

## MATHS: TO CREATE YOUR OWN MONEY SYSTEM.

I would like you to try having a day where children get paid in buttons, beads, beans, Lego, counters or anything else you can think of except for coins!

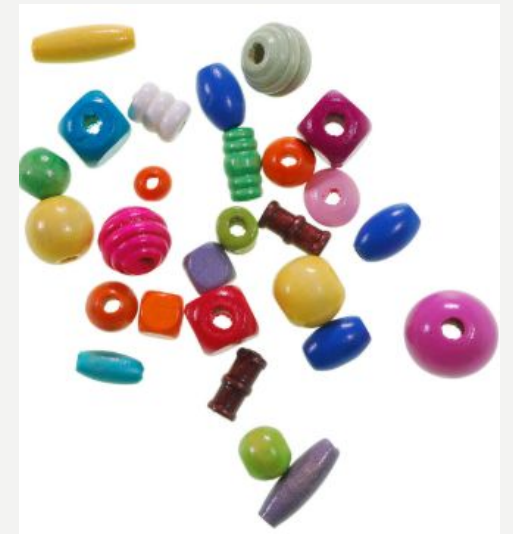
You can earn this 'money' for working, helping, tidying up, etc. By the end of the day you should hopefully have a large amount of these new coins.

When you have collected all your 'money' can you do the following things:

1.) *Think about how our real coins work. You might like to look at some of them to help. We have different shaped, sized and coloured coins depending on their value. Can you decide how much each of your buttons, beads etc. should be worth in a similar way? Maybe the bigger ones would be worth double the smallest ones? Or if some are metal how much would they be worth compared to plastic ones? Would the prettier ones be worth more than the plain? Create a table showing each type of 'coin' and how much it is worth.*

2.) *Can you create these amounts with your new coin system: 10, 20, 50, 100?*

3.) *Can you explain why we couldn't have all coins worth the same amount? Why might that cause problems if we were buying big items such as a washing machine?*



# ENGLISH: ORGANISING INFORMATION INTO PARAGRAPHS

Talk time!  
Which story is  
easier to read?

When we are writing, a skill that we need to learn is how we organise our information. We do this by using paragraphs. Take a look at the texts below...

In the silk-lined box, nestled at the bottom was a tiny fox cub. As it breathed in and out, its body trembled with soft snores. Rosa gasped at the unexpected sight. She stretched out a finger and gently stroked the cub's curved spine. Rosa picked up the box and carried it carefully over to the tree. The tree was an oak tree and had stood in the gardens of Thornton House for as long as Rosa could remember. Emerald leaves as big as hands provided splendid shelter on hot summer days and Rosa remembered cool glasses of pink lemonade sipped happily underneath them. Putting the box down, Rosa backed away slowly, a tear rolling down her cheek. She hid behind the cold, grey, stone column of Thornton house and watched as the cub slowly emerged bit by bit, a soft paw, then an inquisitive nose and finally leapt into the bush behind the tree.

In the silk-lined box, nestled at the bottom was a tiny fox cub. As it breathed in and out, its body trembled with soft snores.

Rosa gasped at the unexpected sight. She stretched out a finger and gently stroked the cub's curved spine. Rosa picked up the box and carried it carefully over to the tree.

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Putting the box down, Rosa backed away slowly, a tear rolling down her cheek. She hid behind the cold, grey, stone column of Thornton house and watched as the cub slowly emerged bit by bit, a soft paw, then an inquisitive nose and finally leapt into the bush behind the tree.

# Can you group the information about Roald Dahl into paragraphs of the same information?

Roald Dahl was born in Wales on September 13, 1916, but his parents were from Norway.	At <u>Repton</u> Public School, he had to wear a horrible school uniform (with braces, waist coat, hat and lots of buttons, all black).	After school, Roald Dahl didn't go to university, but applied for a job at the Shell company, because he was sure they would send him abroad.	His collections of short stories have been translated into many languages and have been best-sellers all over the world.
He was sent to East Africa, where he got the adventure he wanted: great heat, crocodiles, snakes and <u>safaries</u> .	When the Second World War broke out, he went to Nairobi to join the Royal Air Force.	In 1942, he went to Washington, where he started writing short stories.	He lived in the jungle, learned to speak Swahili and suffered from malaria.
At school, he was always homesick.	In 1943, he published his first children's book 'The Gremlins' with Walt Disney and in 1945 his first book of short stories appeared in the US.	The younger boys were often punished by the headmaster and the older boys called prefects.	At St. Peter's Prep School, all the letters home were controlled by the headmaster.
He was a fighter pilot and shot down German planes and got shot down himself.	The family used to spend the summer holidays on a little Norwegian island, swimming, fishing and going by boat.		

If you want a challenge, can you think of a suitable heading for each paragraph?

# WEEKLY JAPAN ACTIVITIES



*Choose an activity – you could record these in a scrapbook, or any other way you would like to. You do not have to do these activities in order ☺ Some might also take you more than one day to complete which is fine!*

- Create a calendar showing when different festivals are during the year - can you find out and present information about their history, where they are celebrated and why?
- Matsuri is the Japanese word for festival. Can you find and copy the character symbol for it using a black pen/paint?
- Yuki Matsuri (Sapporo snow festival) - Freeze some ice and try to carve it for Yuki Matsuri. Can you research this festival and try to carve a small ice sculpture? You could also use a bar of soap to replicate snow/ice and try carving that!
- Research a religious festival, for example Omizutori, and compare this to another religious festival that you know of, for example Diwali in Hinduism or Easter in Christianity. Do they celebrate for the same reason?
- Find and make a recipe for food served at a Japanese festival.
- Hanami - Create some artwork inspired by the festival of Hanami (cherry/plum blossom). Can you create a traditional paper lantern? Could you use a black pen and your fingers to finger paint a blossom tree using different shades of pink? Can you mix red and white in different ratios to create different shades of pink for your blossom?
- Listen to music that is played at a Japanese festival. Do you like it? Can you identify any of the instruments or talk about the rhythm and use of volume?
- Research a festival and write a diary entry imagining that you are preparing for the festival or have spent a day there.
- Aomori - This is said to be the most colourful festival when floats parade down the streets dressed as mythological creatures and famous Japanese characters. Can you use a shoebox or cereal box to design and create your own float for a mythological creature? You might like to research some Japanese mythological creatures too.
- Danjiri Matsuri - This festival, taking place in September, is a harvest festival to pray for a good harvest. Can you research and sketch some of the fruits and vegetables produced in Japan that might feature in this festival?
- Awa Oduri - This is Japan's largest traditional dance festival. Here is an example of an Awa dance:  
[https://www.youtube.com/watch?v=VYP3ekZks\\_s](https://www.youtube.com/watch?v=VYP3ekZks_s) Can you make up your own dance sequence using steps and jumps?