Thursday 11th June
Good morning!

Maths: To investigate a number problem.

English: To write a free verse poem using our adjectives and similes about the city.

Suggested afternoon activities –

Science: To learn about the human life cycle.

Spelling

sion and tion word search

Completion
Destination
Direction
Foundation
Invention
Pollution
Question
Expectation
Decision
Revision
Invasion
Comprehension
Pension
Lotion
Emotion
Commotion
Explosion
Extension

Can you find the word ending in **cian**???

What is it??

c	o	m	p	l	e	t	i	o	n	a	b	i	r	t	d	l
q	w	e	e	h	o	r	p	y	o	c	z	i	y	u	o	c
l	y	r	r	a	q	s	d	c	v	i	o	p	l	t	q	o
f	t	a	e	n	p	y	i	p	n	b	s	n	i	m	u	m
o	e	h	s	v	t	u	i	v	p	l	m	o	a	i	e	p
u	b	f	y	o	i	d	a	i	g	h	n	m	m	g	s	r
n	e	t	a	j	r	s	f	g	j	r	m	n	v	a	t	e
d	d	p	h	o	i	m	i	m	f	a	b	a	f	g	i	h
a	x	e	z	o	m	l	m	o	z	x	q	r	b	c	o	e
t	w	n	n	t	k	q	b	m	n	f	n	g	y	k	n	n
i	r	s	m	a	g	i	c	i	a	n	a	f	c	e	y	s
o	b	i	a	q	d	n	o	i	t	u	l	l	o	p	m	i
n	r	o	n	w	a	y	d	n	r	m	c	t	m	t	x	o
a	c	n	a	c	d	g	c	v	d	e	e	b	m	a	m	n
b	p	b	x	v	a	d	k	e	s	x	a	c	o	i	d	c
w	d	b	a	a	q	d	a	n	f	p	a	i	t	m	i	c
e	x	t	e	n	s	y	k	t	e	l	b	n	i	u	r	u
v	r	n	b	n	s	e	c	i	s	o	l	o	o	p	e	p
a	p	a	c	s	c	z	r	o	d	s	g	i	n	a	c	c
b	g	e	m	o	t	i	o	n	l	i	a	t	i	b	t	k
v	c	o	b	i	f	o	f	y	c	o	c	a	k	m	i	u
c	e	x	t	e	n	s	i	o	n	n	n	n	g	k	o	c
x	m	a	x	z	a	d	a	i	p	i	a	i	i	b	n	k
f	s	b	n	b	p	u	p	c	t	m	c	t	m	p	a	m
e	x	p	e	c	t	a	t	i	o	n	c	s	f	b	c	h
c	o	x	o	t	z	a	o	c	n	g	h	e	t	u	g	u
x	s	c	f	s	n	o	i	s	i	c	e	d	a	e	f	o

ARITHMETIC: CAN YOU DIVIDE THESE NUMBERS? THERE WILL BE REMAINDERS.

To divide we work out how many times the divisor (number we are dividing by) goes into the dividend (number we are dividing).

So, if we had 38 ÷ 6, we could work out how many times 6 will go into 38.

6, 12, 18, 24, 30, 36

6 goes into 38 six times to give us 36. We have 2 left over from 38, so our remainder is 2.

Now try these:

1.) 50 ÷ 8 =

2.) 28 ÷ 3 =

3.) 46 ÷ 5 =

4.) 69 ÷ 11 =

5.) 39 ÷ 12 =

6.) 53 ÷ 7 =

7.) 84 ÷ 8 =

8.) 74 ÷ 10 =

9.) 13 ÷ 2 =

10.) 34 ÷ 4 =

MATHS: This week in maths is investigation week. We will be applying our number skills and deep thinking in different ways to solve problems, investigate patterns and rules.

Today in maths we are going to investigate a number problem. There are a few steps to this, which involve addition and subtraction.

1.) To start with, think of a 3-digit number.

2.) Next, reverse the digits.

3.) Now, subtract the smaller number from the bigger number.

4.) Then, reverse the digits again.

5.) Finally, add the two new numbers.

Your answer should be 1089.

Example:

341

143

341 – 143 = 198

891

198 + 891 = 1089

Investigate these questions:
- Do you always get 1089 when you try the problem with a 3-digit number?

- What is special about the number 341 when it is reversed?

- Try it with 2-digit numbers.

- Try it with 4-digit numbers.

- Can you find a rule about the starting number?

ENGLISH: To use your adjectives and similes to create a free verse poem.
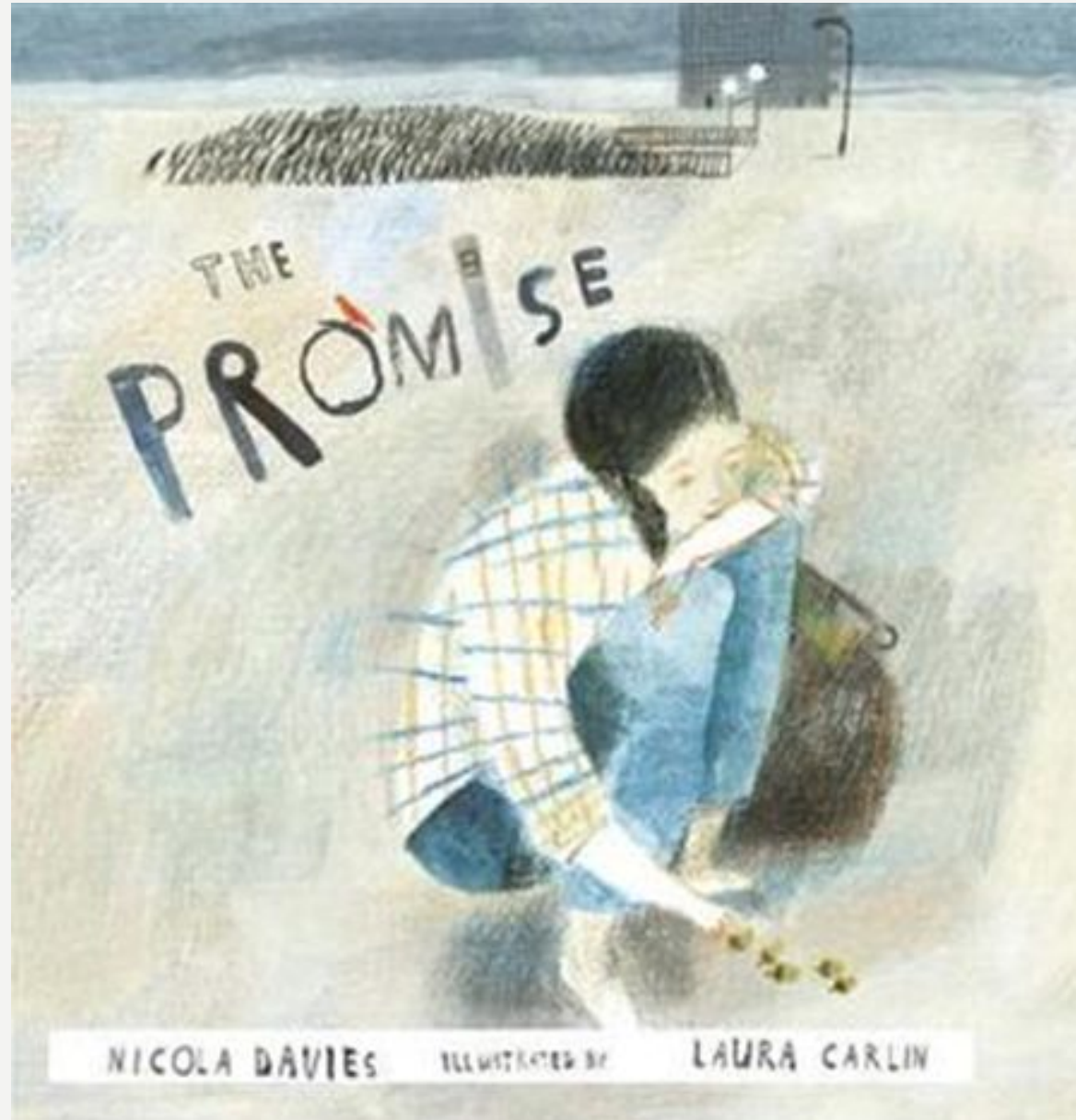
Remember you can listen to the story here

Today I would like you to try to use your adjectives and similes to create a free verse poem.

A free verse poem is a list poem made up of a mix of single words and longer phrases.

They do not follow a set pattern and do not need to rhyme!

Here is an example of a free verse poem:

Look at the poem and discuss these questions:

1.) What technique, a little like a simile but more direct, is being used to describe the fog?

2.) What effect does this image of the fog have? How does it make the city feel?

Free Verse Example

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

"Fog" by Carl Sandburg

Look back at your adjectives and similes you came up with yesterday to describe these city pictures. These will be what you use to create your free verse poem. You can use some of the ones on the next slide too if you like.

City: *active, bustling, noisy, busy, clean, dirty, windy*

Traffic: *loud, congested, snarled*

Buildings: *old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat*

Buildings (walls): *brick, stone, marble, glass, steel, graffiti-covered*

Monuments, statues: *stone, copper, carved, ancient, moss-covered, faded, green, bronze*

Sidewalk: *concrete, cement, slick, cracked, tidy, littered, swept*

Paint: *fresh, weathered, peeling*

Signs: *neon, weathered, worn, bright, welcoming, flashing*

Buses, cars, taxis: *belching, crawling, speeding, honking, waiting, screeching*

People: *hurried, bundled, smiling, frowning, eager, rushed*

Repeating phrase

An important part of our poem is going to be a repeating phrase – this is a phrase made up of words to describe the city which is repeated two or three times throughout the poem to create a rhythm. Choose three of the adjectives from the list above to create your repeating phrase – for example you could choose: '*in the noisy city*', '*bustling and busy*', '*belching buses, crawling cars*', '*old, shabby buildings*' or loads of other phrases. The options are endless! Just choose a combination of words.

Here is a suggested structure you could use to arrange your adjectives and similes into verses. Try to use this structure 3 times to create 3 verses to your poem. Your repeating phrase stays the same throughout so is the first line of each verse.

What will be our repeating phrase?

Repeating phrase

Sentence

Word

Word

Word

Sentence

Now create your poem!

If you're not sure where to start, try writing your repeating phrase, some words, and some sentences on different strips of paper. Then mix them up and see what you end up with!

Create different verses this way, or stick to the structure on the previous slide.

Once you have written your poem, read it aloud and see if it creates the effect you want it to have to describe the city pictures.

The human life cycle:

1.) Draw a flow chart to show the life cycle of a human.

2.) Find out about the stages of the human life cycle. Some believe there are six stages - prenatal, baby, childhood, teenage, adult and elderly. Can you find out different things that happen at each stage?

3.) Compare how the human life cycle is different to that of other animals. Are we born the same way?

4.) Can you create a timeline of life cycles of different animals including humans and compare how long different animals life spans are? You could write, draw or make your timeline outside using sticks to mark different animal lifespans.

5.) Research which animals go through a complete metamorphosis during the course of their life. Could you create a piece of art based on this?