

**Wednesday 3rd June**  
*Good morning!*

**Maths: To choose units of measurement for capacity and investigate how much different containers hold.**

**English: To infer information from a picture.**

**Suggested afternoon activities –**

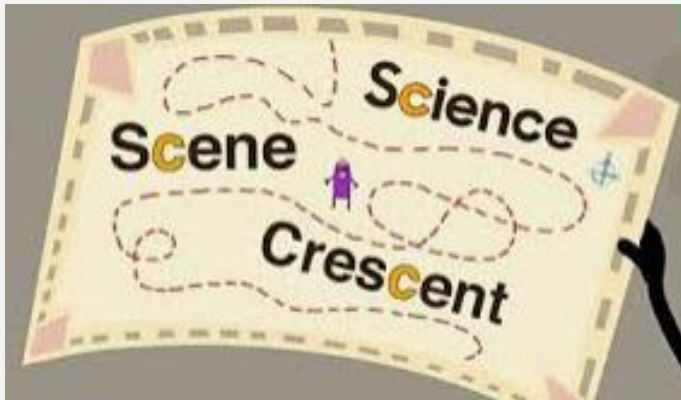
**Science: Choose another activity to complete about the digestive system.**

# SPELLINGS

Today we are going to focus on the spelling pattern 'sc' which makes the 's' sound in words such as **fascinating** and **science**.

Watch the video and try some of the activities at the link below:

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zt932nb>



If you can't access the internet, try underlining the 'sc' words that make the 's' sound in this paragraph:

She smelt the beautifully scented rose. It fascinated her how something from nature could smell so good. Emily looked around at the wonderful scene. A crescent moon hung in the night sky, scattered with a thousand sparkly stars. She had never been out this late at night before! Taking one last look at the amazing night sky, Emily turned and walked back into the house.

# ARITHMETIC: ORDERING NEGATIVE NUMBERS

Put these numbers in order from **smallest to largest**:

1.) -4   -10   -8   -20   -1   -12

2.) 5   3   -3   0   8   16

Put these numbers in order from **largest to smallest**:

1.) 40   -40   20   -27   1   9

2.) 3   6   -9   -11   2   10

**Fill in the missing numbers** in this number sequence:

-60, ..... , -20, ..... , 20, 40, .....

# MATHS:

In maths today we will be looking at capacity.

Capacity means the maximum amount that something can contain.

Often we think of it as how much liquid something contains, for example a standard large bottle of milk contains 6 pints of milk.

First, can you investigate the capacity of some containers you have at home? Estimate how much you think they could hold then try filling them and see if you were correct.

For example:

*What do you think the capacity of your pencil case is? 10 pens, 20? More?*

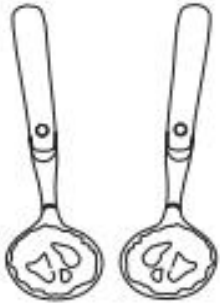
*How about the capacity of your kettle? Does it say on it how much water it holds?*

*What about a tub? Can you estimate how many Lego blocks/cubes it could hold then fill it and see?*



Challenge 1: Choose the units you would use to measure these things. Remember, liquids are measured in **litres** and **millilitres**. These can be written as **l** and **ml**.

I would measure the capacity of 2 full tablespoons in ...



I would measure the amount of water in a large glassful in ...



I would measure the capacity of a bucketful in ...



I would measure the amount of paint in a large can in ...



I would measure the capacity of 2 teaspoons in ...



I would measure a dose of medicine in ...



I would measure the quantity of drink in a large bottle in ...



I would measure the capacity of a concrete mixer in ...



## Challenge 2: To reason about which container holds more.

For this challenge, you will need lots of different cups. This picture shows some:



Which might you choose if you wanted a lot to drink? Why?

Which one would you choose if you did not want a lot to drink? Why?

Could you arrange the cups in a line from the one that holds the most liquid to the one that holds the least liquid?

How will you test whether you are right?

Challenge 3: Can you work out how much liquid to add to these amounts to make them full? You can do this practically if you like using a measuring jug for some questions 😊

If there are 630ml of water in a jug. How much water do you need to add to end up with a litre of water?

2.) How about if there are 416ml in the jug? How many more would make it up to 1 litre of water?

3.) If you had a bath that could hold 5 litres and you filled it half full, how many more litres would you need to add to fill it completely?

4.) If there are 109ml of coca cola in a cup, how much cola do you need to add to make it up to 250ml?

Make up some more questions like this!

English: To infer information from a picture.

Challenge 1:

## ANDY'S ROOM



What are Andy's interests?  
What type of person is Andy?  
How old do you think Andy is?

Now think about your bedroom. Draw or take a picture of you want to put in your book.

What might people infer about you if they saw this picture of your room?



## CHALLENGE 2:

*Look at the picture carefully and gather any clues you can from it. Then try to answer the questions underneath. Use your clues to help you!*

- 1.) Where do you think this is?
- 2.) When is this? (What time of year/day?)
- 3.) What is the woman doing?
- 4.) Who carved the heart into the tree? Why did they do it? Why this tree?
- 5.) Why is she touching it?
- 6.) Why is this picture called 'Memories'?
- 7.) What is she remembering?
- 8.) How does she feel?



# The Human Body

Today you will carry on learning about the digestive system! Remember you can present your work however you want to, in poster form, written work, use IT to make a presentation, or another way you would like to! Choose a different activity to ones you did yesterday.

- 1.) Research the purpose and structure of the digestive system. You could write a diary entry about the journey of an item of food through the digestive system.
- 2.) Draw the digestive system and label the different parts.
- 3.) Find out which foods are good for us and our digestive system and which are bad. Compare this to foods that you researched yesterday that are good for the heart. Are the same foods good for the heart and the digestive system or different foods?
- 4.) Investigate the length of the small intestine. The results might surprise you! You can do a simple science/maths measuring investigation with instructions linked here:  
<https://www.kcedventures.com/blog/outdoor-stem-how-long-are-your-small-intestines>