
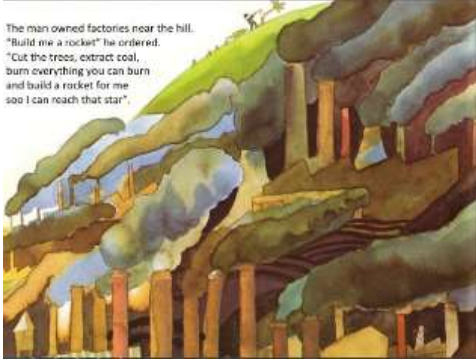





Maths			
<p>Online/Offline Task available using your child's individual teams' login. This week's maths is about place value, comparing and ordering numbers. Order numbers by looking at the number of tens and ones in two digit numbers. You can use the "greater than" (>), "less than" (<) and equals signs (=). Now fill in the missing signs into the number sentences below (on page 3).</p>	<p>Online/Offline https://www.bbc.co.uk/bitesize/topics/z8sfr82/articles/zw4g2nb Watch this clip about place value then see if you can order numbers. Use the sheet below (page 4) to order numbers from smallest to largest. Write a sentence to convince us how you know that you are correct! You will have to explain how you know a number is larger by talking about the amount of tens or ones. There is a</p>	<p>Online/Offline Partitioning is about when we pull numbers apart into tens and ones. Use the sheet below (page 5) to partition numbers in 2 different ways. Are you ready to do the challenge at the bottom of the sheet? It asks you to find as many ways as possible of partitioning some numbers.</p>	<p>Online/Offline Solve the following problems. 1. How many numbers less than 100 contain the digit 4? List them all. 2. I am thinking of a number between 20 and 50. Its tens digit is more than its ones digit. What numbers could it be? 3. A 2-digit number contains only one 7 digit. What number could it be? 4. Write all the 2-digit numbers you can make using the digits 2, 5 and 7. Then order these numbers from smallest to largest.</p>

Recap Task:
 Draw 2 circles in your book, one for odd numbers and one for even numbers. Think of as many numbers as you can to write in each circle. If I add 2 odd numbers together is the answer always an even number? Is the answer always an even number if I add two 2 digit numbers? Try with lots of numbers what do you find out?

English

<p>Online/Offline Task available using your child's individual teams' login</p>  <p>Task 1-Can you design a space rocket to get to the star. Draw the design and label it, Task 2- Can you make your rocket? Use boxes, bottles, milk carton lids etc to make your spaceship. Task 3- Can you write a set of instructions of how to make your rocket including what you need list, numbered instructions, bossy words to start the command sentences.</p>	<p>Online/Offline</p>  <p>The man owned factories near the hill. "Build me a rocket" he ordered. "Cut the trees, extract coal, burn everything you can burn and build a rocket for me so I can reach that star".</p> <p>Look at this picture. Here you will see the pictures of the Earth man had created. Factories were built everywhere, smoke billowed out of chimneys day and night. Pollution was all over the earth and sky!</p> <p>Task 2- Describe the Earth- Write a description and include adjectives filthy, dirty, mucky polluted, smelly, black</p>	<p>Online/Offline</p>  <p>The man took off in his rocket and headed off to the star.</p> <p>Task 3 Answer these questions about outer space</p> <ul style="list-style-type: none"> • What is it like flying to another planet? • How does it feel? • What would you need? • What might you see? • Describe what it was like there. <p>Include because, when, if in your sentences.</p> 	<p>Online/Offline</p> <p>Task 4 Can you write what happened at the end of the story? Pretend you are the man and you have come back to earth in your rocket What have the dinosaurs done? How did they clean up the planet? What did they tell you? What will you do from now on? How will you change your ways?</p>  <p>(Can you include an exclamation mark and question mark in sentences.) (Challenge- can you add 2 lines of speech and use speech marks.)</p>
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Phonics: -ge



huge, cabbage, stage, sponge

All these words have -ge as an ending. The e is silent at the end. Can you make a list of other words that have a -ge ending?

These sentences all include -ge words

The bandage was wrapped around the cabbage.

The village was painted orange.

The large barge sailed down the canal.

Can you draw a picture for each sentence and write the sentence underneath using your best handwriting. Check all the words are spelt correctly and there is a full stop at the end. Challenge-

Can you make a sentence using as many -ge words as you can and draw a picture to go with it.

Flashback: science

Remember in the Autumn term we looked at materials. We investigated the best material for making tickets and we looked at materials that float and sink when we made boats. Can you investigate materials at home and find out how they can change shape? Watch the video on the link. <https://www.bbc.co.uk/bitesize/articles/z4yw2fr>

Different materials can change by squashing, bending, squashing, bending, twisting and stretching.

Can you find some materials at home that can be squashed, bent, twisted or stretched? What are the materials? How many materials can you find for each? What materials can't be changed?

Maybe you can record your investigation as a table.

Material	Squash	Bend	Stretch	twist	Can't be changed
Baths sponge	✓	x	x	✓	x



New Weekly learning project

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82>

Use the link to find out how you can tell if something is living, dead or has never been alive. Look around your house and outside when you are out for a walk. Can you tell which things are living, dead or never been alive? Now complete the task. **Task available using your child's individual teams' login**

Well-being

Find a quiet place in your house. Choose some music to listen to. While you are listening to the music close your eyes and take a pencil for a walk across a piece of paper. Let your pencil move to the music. Will it move fast or slow? Will it move in circles or straight lines? When the music finishes open your eyes. What patterns have you made? You might want to colour in parts of your pattern.

Put in the correct sign $>$ $<$ $=$

28 _____ 30

90 _____ $70 + 18$

$30 + 23$ _____ $40 + 13$

$20 + 14$ _____ 24

$28 + 40$ _____ 68

I know that $62 > 42$ because _____

Maths (Lesson 2) Answer the question and explain your answer. Remember to talk about the amount of tens or ones when you explain your answer.

If these numbers were put in order from **smallest to largest** which would be the third? _____

32 16 42 26 92

I know this because _____

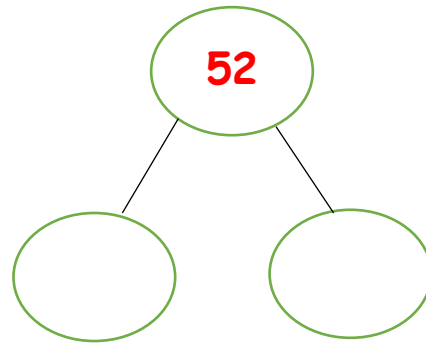
If these numbers were put in order from **largest to smallest** which would be the fourth? _____

12 96 33 89 52

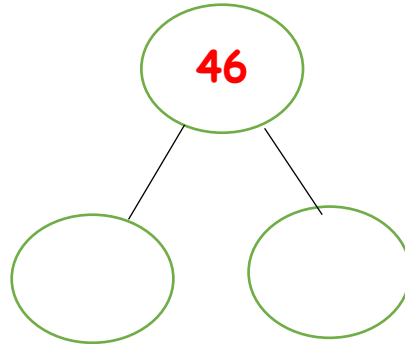
I know this because _____

Maths (Lesson 3) Partition the numbers in 2 different ways

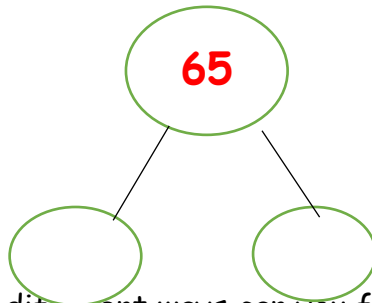
52 = _____ + _____



46 = _____ + _____



65 = _____ + _____



Now try these on a piece of paper. How many different ways can you find to partition these numbers. Send a photograph to show us.

75

84

37