

Remote Learning

Remember to read your book every day for at least 20 minutes, and practice and recall your times tables daily.

Recording of work: If you have your Exercise books at home, please record the suggested activities in these.

If you do not, please record on paper or on MS Word. Don't forget to upload completed work to your classteacher, via [MS TEAMS using your personal log in](#)

Week beginning:						
Maths	<p>Calculate:</p> $\begin{array}{r} 4331 + 1391 = \\ 5252 + 2384 = \\ 6273 + 2472 = \\ 3465 + 6342 = \\ \square = 6065 + 2884 \end{array}$	<p>Calculate:</p> $\begin{array}{r} 4331 + 1931 = \\ 5552 + 2834 = \\ 6723 + 2472 = \\ 3645 + 5432 = \\ \square = 6605 + 2884 \end{array}$	<p>Calculate:</p> $\begin{array}{r} 4335 + 1586 = \\ 5552 + 2874 = \\ 6729 + 2482 = \\ 2769 + 5452 = \\ \square = 6655 + 2888 \end{array}$		<p>Calculate:</p> $\begin{array}{r} 786 + 413 = \\ 876 + 318 = \\ 692 + 656 = \\ 384 + 736 = \\ \square = 987 + 654 \end{array}$	<p>Calculate:</p> $\begin{array}{r} 4335 + 586 = \\ 5552 + 874 = \\ 6948 + 583 = \\ 769 + 5371 = \\ \square = 7755 + 286 \end{array}$
	<p>Colin thinks:</p> $\begin{array}{r} 5084 \\ + 4192 \\ \hline 9816 \\ 7 \end{array}$ <p>Explain why he is incorrect.</p>	<p>Colin:</p> $\begin{array}{r} 4735 \\ + 1943 \\ \hline 5678 \\ 1 \end{array}$ <p>Explain why he is incorrect.</p>	<p>Colin thinks:</p> $\begin{array}{r} 6584 \\ + 2737 \\ \hline 9411 \\ 121 \end{array}$ <p>Explain why he is incorrect.</p>	<p>Colin thinks:</p> $\begin{array}{r} 752 \\ + 537 \\ \hline 289 \\ 1 \end{array}$ <p>Explain why he is incorrect.</p>	<p>Colin thinks:</p> $\begin{array}{r} 6598 \\ + 275 \\ \hline 9248 \\ 11 \end{array}$ <p>Explain why he is incorrect.</p>	
	<p>Find the missing digits</p> $\begin{array}{r} 5\square6\square \\ + \square4\square2 \\ \hline 9\square21 \end{array} \quad \begin{array}{r} 4\square6\square \\ + \square9\square8 \\ \hline \square052 \end{array}$ <p>Solve each sum in several ways. Solve both the sums together using the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 once</p>	<p>The target is 3,076</p> <p>How close to the target can you get adding two 4-digit numbers with different digits?</p> <p>Solve it using three 4-digit numbers.</p>	<p>Find the missing digits</p> $\begin{array}{r} 5\square6\square \\ + \square4\square2 \\ \hline 9\square21 \end{array} \quad \begin{array}{r} 4\square6\square \\ + \square9\square8 \\ \hline \square052 \end{array}$ <p>Solve each sum in several ways. Solve both the sums together using the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 once</p>		<p>Use just nine of the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 once to create three 3-digit numbers with a sum of 1000</p>	<p>Coco is adding together a 4-digit and a 3-digit number</p> <p>The answer is 6,301</p> <p>All the digits of the two numbers are different.</p> <p>Find possible pairs of numbers.</p>
Guided Reading	<p>James and the Giant Peach</p> <p><u>WALT refer to texts to support my ideas and opinions.</u></p> <p><u>James and the Giant Peach p.52-53</u></p> <p>1. Name the animals that were disturbed when the peach started rolling.*</p>					

2. Copy the clause that explains the damage caused by the peach on the building.*

3. How do you know the 'river of chocolate' was so deep?(reference the text)

4. Why did the peach keep rolling?(53)*

5. What is meant by the clause, 'the sea is deep and cold and hungry'?

6. Use evidence from the text to explain how so many ships are sunk.

	<p>7. Why has the author described the distance the peach is from the sea as a countdown?</p>
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	<p>8. The peach landed in the sea but floated. Are you surprised about this? Explain your answer.</p>
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Chapter Sixteen

And now the peach had broken out of the garden and was over the edge of the hill, rolling and bouncing down the steep slope at a terrific pace. Faster and faster and faster it went, and the crowds of people who were climbing up the hill suddenly caught sight of this terrible monster plunging down upon them and they screamed and scattered to right and left as it went hurtling by.

At the bottom of the hill it charged across the road, knocking over a telegraph pole and flattening two parked cars as it went by.

Then it rushed madly across about twenty fields, breaking down all the fences and hedges in its path. It went right through the middle of a herd of fine Jersey cows, and then through a flock of sheep, and then through a paddock full of horses, and then through a yard full of pigs, and soon the whole countryside was a seething mass of panic-stricken animals stampeding in all directions.

The peach was still going at a tremendous speed with no sign of slowing down, and about a mile farther on it came to a village. Down the main street of the village it rolled, with people leaping frantically out of its path right and left, and at the end of the street it went crashing right through the wall of an enormous building and out the other side, leaving two gaping round holes in the brickwork.

This building happened to be a famous factory where they made chocolate, and almost at once a great river of warm melted chocolate came pouring out of the holes in the factory wall. A minute later, this brown sticky mess was flowing through every street in the village, oozing under the doors of houses and into people's shops and gardens. Children were wading in it up to their knees, and some were even trying to swim in it and all of them were sucking it into their mouths in great greedy gulps and shrieking with joy.

But the peach rushed on across the countryside – on and on and on, leaving a trail of destruction in its wake. Cowsheds, stables, pigsties, barns, bungalows, hayricks, anything that got in its way went toppling over like a ninepin. An old man sitting quietly beside a stream had his fishing rod whisked out of his hands as it went dashing by, and a woman called Daisy Entwistle was standing so close to it as it passed that she had the skin taken off the tip of her long

nose.

JAMES AND THE GIANT PEACH (COLOUR EDITION)



Would it ever stop?

Why should it? A round object will always keep on rolling as long as it is on a downhill slope, and in this case the land sloped downhill all the way until it reached the ocean – the same ocean that James had begged his aunts to be allowed to visit the day before

Well, perhaps he was going to visit it now. The peach was rushing closer and closer to it every second, and closer also to the towering white cliffs that came first.

These cliffs are the most famous in the whole of England, and they are hundreds of feet high. Below them, the sea is deep and cold and hungry. Many ships have been swallowed up and lost for ever on this part of the coast, and all the men who were in them as well. The peach was now only a hundred yards away from the cliff – now fifty – now twenty – now ten – now five – and when it reached the edge of the cliff it seemed to leap up into the sky and hang there suspended for a few seconds, still turning over and over in the air.

Then it began to fall ...

Down ...

Down ...

Down ...

Down ...

Down ...

SMACK! It hit the water with a colossal splash and sank like a stone.

But a few seconds later, up it came again, and this time, up it stayed, floating serenely upon the surface of the water.

Writing	<div>1.</div> <div>WALT describe a setting.</div> <table><tr><td>Describe how you become aware of your surroundings.</td></tr><tr><td>What time of day is it?(early morning; noon) Is it hot; slight breeze?</td></tr><tr><td>What is the beach like? What is the sand like? Can you hear the waves? Are there palm trees bordering the beach?</td></tr><tr><td>Are there rocks to climb? What do they look like? How high are they?</td></tr></table>	Describe how you become aware of your surroundings.	What time of day is it?(early morning; noon) Is it hot; slight breeze?	What is the beach like? What is the sand like? Can you hear the waves? Are there palm trees bordering the beach?	Are there rocks to climb? What do they look like? How high are they?
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Are there animals/birds/creatures on the island? Where do they live? Is there a wood?

Think of a good sentence to finish on.

2.
WALT use a plan to describe a setting.
WILF

Use your plan to write out your narrative in full sentences. Make sure that you have included aspects of the WILF.

Spelling

Topic/Science

WALT classify animals in the same habitat.

Record which living things have each characteristic by putting a tick or a cross in the table (or N and Y). Write your own questions in the blank boxes.

When you're finished, see if you can make your own table about your garden - what living things are there and how can you classify them?

[illegible]