

Week 4:

Reading

As we grow older we face different challenges. We may move house, take part in a challenging race, or lose something that we love, all of which require us to be resilient and strong. Soon, you will be moving to high school which will pose new challenges for you.

Task 1: Answer the prediction questions on the attached sheet.

Task 2: Listen to Miss Boocker reading the text 'Alfie's Swim to the Island' on:
<https://youtu.be/RZTdsZh4W4>

Read the attached text, Alfie's Swim to the Island, which is about a boy who faces an unexpected challenge and answer the questions, providing evidence for your thinking when necessary. Complete the challenge questions if you would like to challenge yourself further.



Writing

Plan and write a formal letter that could be sent to your new high school head teacher.

Use the attached writing frames, paragraph support and word banks to help you.



Use Miss Boocker's SPAG revision video to help you with some writing techniques:

<https://www.youtube.com/watch?v=xPKq1DSiMDY>

Spellings

Spellings that belong to the same family of words

1. committee
2. transmit
3. submit
4. commitment
5. emit
6. permit
7. intermittent
8. omit
9. unremitting
10. commit

Task 1: Remember to practice the spelling pattern using:



Task 2: Complete the word search.

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

Maths

Practice:

1. $646 \div 9 =$
2. $7121 \div 7 =$
3. $4060 \div 3 =$
4. $1212 \div 8 =$
5. $609 \div 19 =$
6. $3401 \div 21 =$
7. $2819 \div 29 =$
8. $16195 \div 32 =$

Can you show any remainders as a fraction or decimal?

<https://www.youtube.com/watch?v=sppoXVxGpKc>

D10i: Short Division

$$87.5 \div 7 = 12.5$$

$$\begin{array}{r} 12.5 \\ 7 \overline{) 87.5} \\ \underline{7} \\ 17 \\ \underline{14} \\ 35 \\ \underline{35} \\ 0 \end{array}$$

D13: Long Division

Chunking Method

$$\begin{array}{r} 26r21 \\ 37 \overline{) 983} \\ \underline{- 740} (37 \times 20) \\ 243 \\ \underline{- 222} (37 \times 6) \\ 21 \end{array}$$

$$983 \div 37 = 26r21$$

Design Technology

Task 1: You will be starting high school next year. Design something that you could take to high school with you.

e.g. Pencil case



Stationary holder



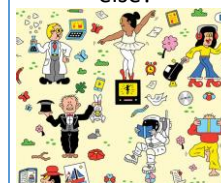
Draw and colour your design and describe the materials that you would use and why, and what their job would be. You should include who your product is for (gender, year group etc), how much would your product cost to make and how much it would cost to buy.

Task 2: Using materials that you have at home (old cereal boxes, bottles or, with the permission from your parents, an old t-shirt, create a prototype of your product.

Wellbeing

Spend 20 minutes each day this week, teaching yourself something new.

Can you pass this skill to someone else?



Mastery:

- 1) Two children have been asked to solve this problem: $2422 \div 14$.



I don't think that there will be a remainder because 2422 will be a multiple of 14 as it is divisible by 2 and 7.

I think that this will leave a remainder because 2422 is not a multiple of 4 or a multiple of 10.



Who is correct? Explain your reasoning.

2)

A school needs 2780 cartons of orange juice for the canteen. There are 18 cartons of juice in each box. How many boxes of juice will they need to order?



Reading Task 1: Alfie's Swim to the Island

Make sure you use evidence to back up your ideas.

P- Point

E- Evidence

E- Explanation

1. Alfie's Swim to the Island'- What does this title suggest about the text?

- Where is it set?
- Who is the main character/s?

2. What do you predict the text is going to be about?

- What events are going to be in the story?

3. What does the picture and title suggest about the themes within the story?

- happiness/ loneliness
- new adventures
- challenges

4. Use your senses and predict the following:

- What could you see?
- What could you hear?
- What could you smell?
- What could you taste?
- What could you touch?



Reading Task 2: Reading Text and Questions

Alfie's Swim to the Island

The picturesque Jamaican coastline started to fade away into the horizon as I swam. My technique was perfect- I wasn't swimming; I was gliding through the water. When my head broke the surface, it revealed water, seemingly stretching to infinity. I felt as perfectly streamlined as the fish that all this expanse of water was home to. As I swam on, the sea seemed to push back on me, as if saying, "Turn back, you must not carry on". Of course, I ignored this feeling; I had been swimming off this coast for almost a decade and nothing had ever happened. I was safe, or so I thought I was.

As I looked off to my left, I saw a cargo ship cresting the horizon, a real iron giant in its own right. It was another eighteen minutes before I saw them; dark shadows lurking in the deep blue sea. I had dreaded this moment all my life.

I swam, propelling myself through the water, thinking of how I would feel if I won. I thought of how my children would feel, how my wife would feel, and how my mother would be cheering me on from heaven. As one arm came out, another went in, feeling the icy cold water on my face I kept going on.

As the water splashed onto my face, I swim fearlessly, determined to finish the race and rise back onto the shore.

It was a race against time. The water was much colder than I'm used to. I started losing the power in my legs. Coughing and spluttering, I panicked. The waves built up and pushed me underwater. My eyes were stinging, but I fought back the pain and kept going. I was going to make it back to my family.

I was swimming; swimming for my life. Pushing my head beneath and above the water to grasp the breath that was being taken from me each second. The height of the waves was overtaking my strength, pushing me towards the dark undertaker below.

The steep ocean grappled my legs and took them for their own. I was using all the strength I could, trying to release the venom that was seeping into my heart. Finally, breaking from its clutches, I began swimming away from my beast.



Reading Questions

1. Why wasn't he scared out in the water all by himself?
2. '**When my head broke the surface, it revealed water, seemingly stretching to infinity.**' What does it mean by his head broke the surface?
3. Why was the water warning him not to continue swimming?
4. What is he referring to when he says he saw '**dark shadows lurking**'?
5. The text says he was **determined** to finish the race. Tick the word with the closest meaning to determined:

Scared	<input type="checkbox"/>	Committed	<input type="checkbox"/>
Anxious	<input type="checkbox"/>	Excited	<input type="checkbox"/>
6. Do you think that he will reach safety? Explain your answer and give evidence for your thinking.

Challenge questions

1. On the first line it refers to the coastline as '**picturesque**'. What does this tell you about the view?
2. In the first paragraph, he explains that he thinks he is safe in the open water. Give two reasons why he is safe in the water and give evidence for your thinking.
3. He describes his movements with the words: '**Propelling myself through the water**'. Tick the word that has the most similar meaning to the word propelling:

Clutched	<input type="checkbox"/>	Halt	<input type="checkbox"/>
Hurl	<input type="checkbox"/>	Quiver	<input type="checkbox"/>
4. When he spots the dark shadows lurking, he begins to race back to shore. What difficulties does he face when swimming?
5. Alfie says he was thinking of how he would feel if he won. What does he mean by 'if he won'? What would his victory be?
6. '**I was using all the strength I could, trying to release the venom that was seeping into my heart.**' What is he referring to as venom?

Writing Support

Your address: _____

Date: _____

Name of Head of Year: _____

Secondary school address: _____

Paragraph 1

(Opening - introduce yourself, explain why you are writing)

Paragraph 2

(Describe your hopes/interests, what you have to offer)

Paragraph 3

(Describe any worries or fears you have about moving up)

Success Criteria

- Your address and the receiver's address
- Introductory paragraph
- Formal tone (examples below)
- Formal connectives e.g. furthermore, moreover, therefore, consequently, eventually, alternatively.
- New line for new paragraph

Paragraph 4

(Describe what you are most looking forward to)

Paragraph 5

(Conclusion - draw ideas together, ask any questions)

Formal connectives:

Adding	Time	Cause/effect	Contrasting
and moreover also as well as furthermore	next then finally meanwhile eventually	because therefore so consequently as a result of	however alternatively although except unless

INFORMAL	FORMAL
Ask.....	Enquire
Ask for.....	Request
Book.....	Reserve
Check.....	Verify
Get.....	Receive
Help.....	Assist
Need.....	Request
Deal with.....	Handle
Tell.....	Inform
Wait for.....	Await
Fight.....	Combat
Use.....	Consume
Go.....	Depart
Say sorry.....	Apologise
Start.....	Commence
End.....	Terminate
Try.....	Endeavour

INFORMAL	FORMAL
Tough.....	Difficult
Explain.....	Disclose
Set out.....	Display
Throw out.....	Eject
Old.....	Elderly
Say.....	Express
Afraid.....	Fearful
In the end.....	Finally
But.....	However
Wrong.....	Incorrect
Go up.....	Increase
At first.....	Initially
Mad.....	Insane
Lucky.....	Fortunate
Smart.....	Intelligent
Small.....	Diminutive
Cheap.....	Inexpensive

INFORMAL	FORMAL
Whole.....	Entire
Blow up.....	Explode
Break down.....	Collapse
Hopeless.....	Futile
Dress.....	Garment
Precede.....	Go before
Thanks.....	Gratitude
Hurry.....	Haste
Better.....	Improved
Dim.....	Indistinct
Worse.....	Inferior
Put in.....	Insert
Bring in.....	Introduce
Make up.....	Invent
Kidding.....	Jesting
Funny.....	Humorous
Tired.....	Exhausted

INFORMAL	FORMAL
Childish.....	Infantile
Naked.....	Nude
A lot of.....	Numerous
Stubborn.....	Obstinate
Danger.....	Peril
Let.....	Permit
Put off.....	Postpone
Here.....	Present
Keep.....	Preserve
Go ahead.....	Proceed
Go after.....	Pursue
Laid back.....	Relaxed
Take out.....	Remove
Keep.....	Retain
Loaded.....	Rich
Sweat.....	Perspiration
Anyways.....	Nevertheless

Formal language is used for more official and serious purposes. E.g. Talking to your head teacher, presenting an award, writing a report or a letter of complaint.

