

## Week 5

### Inventors

Remember: you do not need to print off any of the challenges. You can complete them on a piece of paper and take a picture of your work to upload it to Twitter or Facebook.

## Reading



**Task 1:** Read the poem, 'Written in March' by William Wordsworth (or you can listen to Mr A reading it).

Then complete the attached questions. Look out for reading reminders from Mrs Haigh about the different question types.

**Task 2:** Log into Active Learn and read one of the books assigned to you.

## Writing



**Task 1:** Watch the help video on Seesaw about how to plan and get inspired to write a poem. Also use the attached resources to help you to plan.

**Task 2:** Write your own poem following the success criteria given.

## Spelling

Continuing with prefixes we are looking at 'over'

**Task 1:** Learn this week's 10 words.

1. overthrow
2. overturn
3. overslept
4. overcook
5. overreact
6. overestimate
7. overuse
8. overpaid
9. overlook
10. overbalance

**Make sure you know the meanings too!**

**Task 2:** Complete the word search.



**SPAG** = Noun phrases and expanded noun phrases. Using the resources attached write six sentences to describe the inventors we have been learning about.

## Maths

Division with remainders.

$$394 \div 6 = 65 \text{ r}4$$

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

Watch the video and then complete the questions attached

**Task 1:** watch the video and complete the questions. *(There are 3 levels of challenge, choose the one that fits you best.)*

**Task 2:** complete the reasoning and problem solving activities. *(There are three levels of challenge, choose the one that suits your best.)*



**Task 1:** Last week we learned about Alan Turing and his work with coding. Complete the coding activity using the resources attached.



**Task 2:** Read all about Frederick McKinley Jones and complete the inventors tasks attached.



## Wellbeing

**Mindfulness breathing:** As the world constantly changes around us, it is really important for us to keep our minds healthy and relaxed. Watch the mindfulness breathing videos each day if you can, to give your brain that chance to breathe. (if you can't watch the videos, there are written versions attached.)

<https://www.youtube.com/watch?v=YFdZXwE6fRE>  
<https://www.youtube.com/watch?v=ljQxlzUQjhs>

Focusing on the good: Each day write down two or three good things that have happened in your day. This will help you to focus on the good things that have happened during your week.



# Written in March

The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun;  
The oldest and youngest  
Are at work with the strongest;  
The cattle are grazing,  
Their heads never raising;  
There are forty feeding like one.

Like an army defeated  
The snow hath retreated,  
And now doth fare ill  
On the top of the bare hill;  
The ploughboy is whooping—anon—anon!  
There's joy on the mountains;  
There's life in the fountains;  
Small clouds are sailing,  
Blue sky prevailing;  
The rain is over and gone.

*William Wordsworth*



## Reading

**Q1** . What season is the poem about? **Tick one.**

- |        |                          |        |                          |
|--------|--------------------------|--------|--------------------------|
| Spring | <input type="checkbox"/> | Autumn | <input type="checkbox"/> |
| Summer | <input type="checkbox"/> | Winter | <input type="checkbox"/> |

.....

**Q2** . What time of day do you think the beginning of the poem is describing and why?

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.....

**Q3** . Match each word to its meaning.

- |            |   |
|------------|---|
| defeated   | Withdrew from enemy forces after losing a battle  |
| prevailing | Beaten in a battle or other contest               |
| retreated  | Main, most frequent; predominant                  |
| grazing    | To feed on (herbage) in a field or on pastureland |

**Q4** Find and copy two sentences from the poem that show that the weather is fine.

1. \_\_\_\_\_

2. \_\_\_\_\_



**Q5** Look at line 2.

*The stream is flowing*

What does this line tell you about the way the river moves?

\_\_\_\_\_



**Q6** What does the word '**whooping**' in verse **two** line **five** tell you about the way the words are said?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q7

. Throughout the poem the poet uses the senses to describe 'March'.

Can you find an example of each from the text?

See	
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Q8 . What do you think is the overall feel of the poem?

Explain your answer in full using evidence from the poem.

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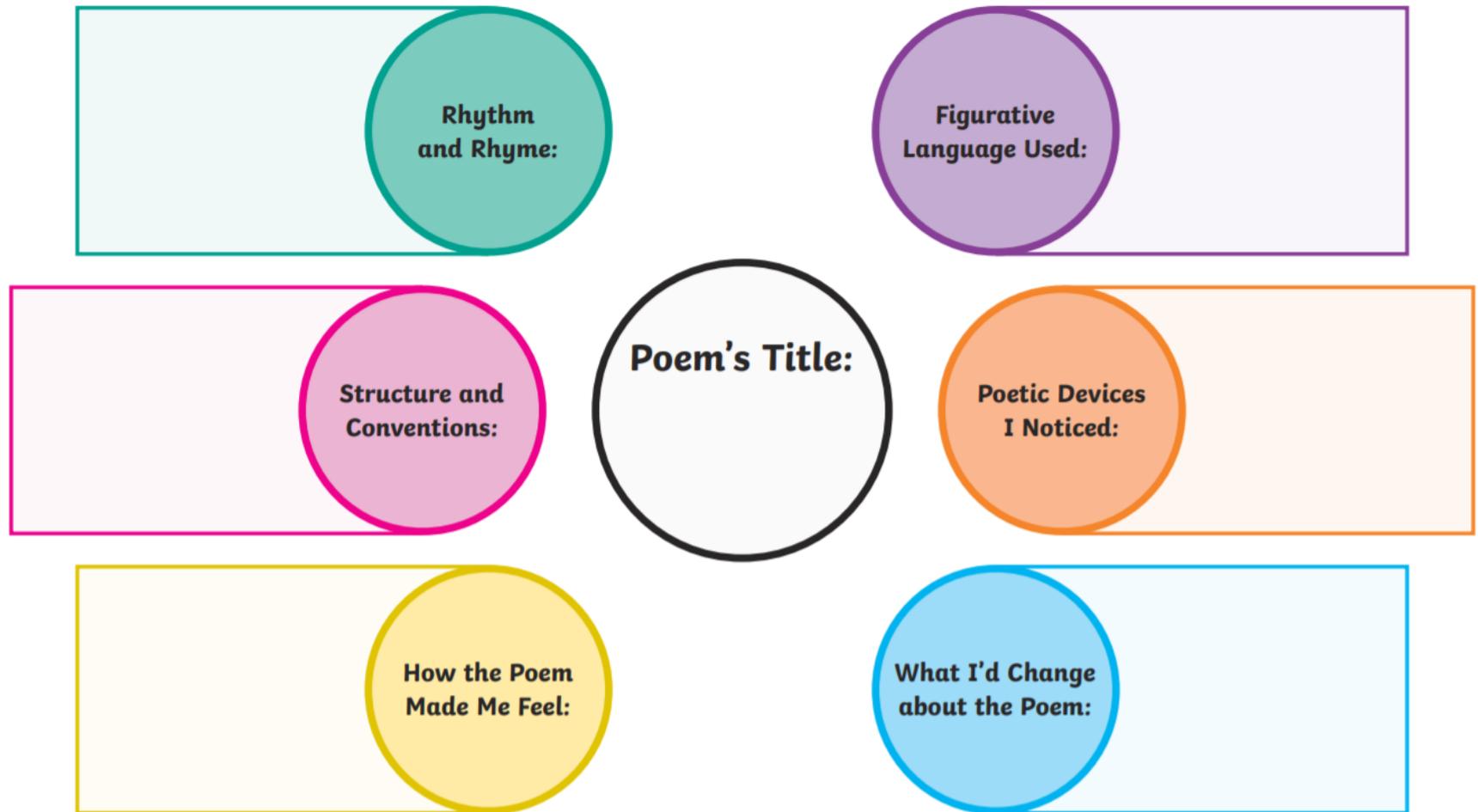
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# Poetry Response Mind Map

Writing





It is completely up to which type of poem you would like to write.

Here are the different types you can choose.

Then get planning!

# Text Type Guide - Poems

## Limerick

- The whole poem is 5 lines.
- Lines 1, 2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

## Haiku

- A haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included, e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

## Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

## Acrostic

- The focus is a theme of your choice, e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

## Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

Remember: it does not need to rhyme.

## Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.



Remember: there is no end punctuation or rhyming.

## Riddle

- A riddle is usually 5 or 6 lines long.
- Uses creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be, "What am I?"

# Poetry Writing Checklist

## Did I...

Child

Friend

Teacher

use a title?



choose my words carefully?

use interesting words and phrases to describe the subject?

use words that help the reader to see a picture in their head?

start each new line of the poem on a new line on the page?

use rhythm in the poem, if needed?



# Rhyme

Rhyme occurs when two words sound the same when spoken out loud. These words usually have the same ending sounds, however they don't need to be spelt the same.

Rhyme is used in poetry to create something interesting to read. It is used to create a pattern within a poem.

Some examples of rhyme:

**Fright and night  
Would and hood  
Should and could  
Hail and pale  
Male and stale  
Air and fare  
Two and do  
Day and sway  
Pause and claws  
Bears and stairs**



# Metaphor

A metaphor is a figure of speech which describes a place, object or subject as something unlikely and uncommon.

Metaphors are used in poetry to create an image of judgement and comparison in the mind of the reader.

Some examples of metaphor:

**Her eyes were glistening jewels.**

**She is the sunshine which brightens up our day.**

**The kids at school are all brains.**

**In Andrew's eyes, Rebecca is the sun.**

**He is my knight in shining armour.**

**The world is a stage.**



# Poetry Language Planner

## Nouns

Nouns are used to name a person, animal, place, thing or idea.

## Verbs

Verbs are 'doing' words. They usually tell us about an action.

## Alliteration

Alliteration is the repetition of sounds in a group of words.

## Adjectives

Adjectives are describing words.

## Adverbs

Adverbs describe the way that something happens.

## Onomatopoeia

Words that sound like the thing they are describing.

## Similes

Similes compare different things. They usually use the words 'like' or 'as'.

## Metaphors

Metaphors compare different things by suggesting that they are similar.

## Personification

Saying that non-living things have human qualities.

**Task 1** = practice the words with the prefix over

overthrow  
overturn  
overslept  
overcook  
overreact  
overestimate  
overuse  
overpaid  
overlook  
overbalance

Remember to check you understand the meaning before and after the prefix has been added.

## Adding the Verb Prefixe over-

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

overthrow  
overturn  
overslept  
overcook  
overreact

overestimate  
overuse  
overpaid  
overlook  
overbalance

Division with remainders - Building on from last week we are going to be looking at division with remainders. Please watch the video on the learning grid and Seesaw to help you to understand what you need to do. Then complete the activities please choose the level of challenge that you feel most comfortable with..

$$394 \div 6 = 65r4$$

$$\begin{array}{r} 65r4 \\ 6 \overline{) 394} \end{array}$$

Task 1: choose the challenge that is right for you, you only need to complete one of these tasks.

**Level 1**

- 1)  $35 \div 2$
- 2)  $58 \div 3$
- 3)  $62 \div 5$
- 4)  $94 \div 4$
- 5)  $79 \div 6$
- 6)  $91 \div 3$
- 7)  $87 \div 4$
- 8)  $59 \div 5$
- 9)  $83 \div 4$
- 10)  $47 \div 3$

**Level 2**

- 1)  $51 \div 6$
- 2)  $34 \div 8$
- 3)  $83 \div 6$
- 4)  $53 \div 7$
- 5)  $75 \div 8$
- 6)  $751 \div 8$
- 7)  $491 \div 3$
- 8)  $574 \div 4$
- 9)  $591 \div 5$
- 10)  $127 \div 4$

**Level 3**

- 1)  $855 \div 7$
- 2)  $382 \div 9$
- 3)  $417 \div 6$
- 4)  $273 \div 5$
- 5)  $979 \div 8$
- 6)  $858 \div 7$
- 7)  $331 \div 4$
- 8)  $553 \div 7$
- 9)  $456 \div 6$
- 10)  $330 \div 8$

Task 2: Complete one of the following reasoning and problem solving activities.  
 Choose the challenge that is right for you.  
 Remember to think about the questions carefully before you answer them.

**Level**  
**Use your knowledge of vision to find the missing numbers/**

$$2 \overline{) 25 \text{ r}1} \quad 3 \overline{) 15 \text{ r}2}$$

$$2 \overline{) 5 \square} \quad 3 \overline{) 4 \square}$$

$$2 \overline{) 24 \text{ r}2} \quad 0 \overline{) 7 \text{ r}2}$$

$$3 \overline{) 7 \square} \quad 4 \overline{) 3 \square}$$

$$1 \overline{) 4 \text{ r}5} \quad 0 \overline{) 5 \text{ r}3}$$

$$6 \overline{) \square \square} \quad 5 \overline{) \square \square}$$

**Level 2**

4a. Sean and Gabriel are calculating  $7,987 \div 6$ .



The answer is 1,331 r1.



The answer is 1,332 r1.

Who is correct? Explain your reasoning.

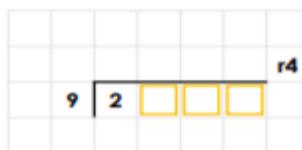


5a. Oranges are packed into nets. One net holds 5 oranges. There are 2,307 oranges. How many nets are needed to hold all the oranges?



6a. Arrange the number cards below to create a calculation which has a remainder of 4. Complete the calculation.

7 7 6



**Level 3**

7a. Cian and Jake have been exploring the 1-digit number that 3,455 has been divided by to get the answer 575 r5.



The divisor is 7.



The divisor is 6.

Who is correct? Explain your reasoning.

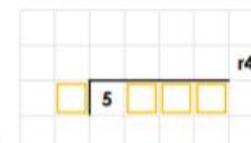


8a. There are 3,170 cupcakes packed into less than 500 trays with 2 left over. How many cupcakes fit into a tray, and how many trays would there be?



9a. Arrange the number cards below to create a division with a remainder of 4. Discover the number hidden by the splat and complete the calculation.

5 4 7



## Frederick McKinley Jones



### All about Frederick

Frederick Jones was born in Ohio in 1893. After a challenging childhood, he taught himself mechanical and electrical engineering, inventing a range of devices relating to refrigeration, automobiles. Portable refrigeration units developed by Jones helped the United States military carry food and blood during World War II.

### Inventions

Frederick Jones had talent for and an interest in mechanics. He read extensively on the subject in addition to his daily work, educating himself in his spare time. By the time he was twenty, Jones was able to secure an engineering license in Minnesota. He served in the U.S. Army during World War I where he was often called upon to make repairs to machines and other equipment. After the war, he returned to the farm.

Jones continued to expand his interests in the 1930s. He designed and patented a portable air-cooling unit for trucks carrying perishable food, this meant that cold food and other products could now be transported. Forming a partnership with Numero, Jones founded the U.S. Thermo Control Company. The company grew exponentially during World War II, helping to preserve blood, medicine and food. By 1949, U.S. Thermo Control was worth millions of dollars.

### Task One:

Look at Frederick Mckinley's design.

- What did he design? Why is it important?
- What do you think is good about it?
- How do you think it could be improved?

Draw your own refrigeration transport. Label it with the features it would include.

July 12, 1949.

F. M. JONES  
AIR CONDITIONING UNIT

Filed June 15, 1944

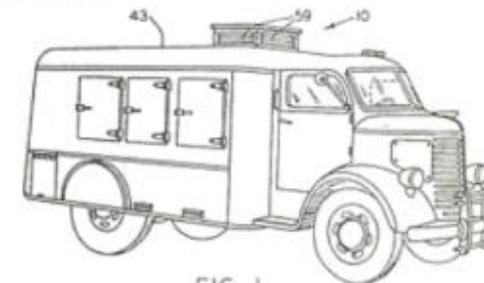


Figure 1: A drawing from a patent application by Frederick McKinley Jones

# Constructing an Expanded Noun Phrase

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Determiner	Adjectives	Noun	Prepositional Phrase
<p>A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.</p> <p><b>the</b> <b>a</b> <b>an</b> <b>my</b> <b>these</b> <b>her</b> <b>our</b> <b>your</b> <b>five</b> <b>some</b> <b>many</b> <b>those</b></p>	<p>Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.</p> <p><b>colourful</b> <b>gigantic</b> <b>miniature</b> <b>pristine</b> <b>dilapidated</b> <b>ancient</b> <b>obnoxious</b> <b>mischievous</b> <b>crumpled</b> <b>ecstatic</b> <b>muscular</b> <b>rectangular</b></p>	<p>The noun is the thing, person or idea that the expanded noun phrase is about.</p> <p><b>socks</b> <b>bus</b> <b>engine</b> <b>bottle</b> <b>television</b> <b>pond</b> <b>custard</b> <b>paper</b> <b>lettuce</b> <b>caravan</b> <b>tongue</b> <b>Linda</b> <b>imagination</b></p>	<p>A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.</p> <p><b>beside the river</b> <b>near the town</b> <b>in the water</b> <b>during the night</b> <b>through the winter</b> <b>this evening</b> <b>on the table</b> <b>between the houses</b> <b>underneath the waterfall</b> <b>before morning</b> <b>towards home</b></p>

Use the boxes above to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge

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Crack the code and then  
create your own morse code  
messages!

1	••• •- --	
	•• ••	
	•-•• •-•- - - -	
	•-•• - - - •-•• - - - •	

2	•-••• •-•• •- - -	
	•• ••	
	•• -•	
	•- - - - - •-• -•- ••• •••• •• •-•• •	

A •-

B -•••

C -•-•

D -••

E •

F ••-•

G - - •

H ••••

I ••

J •- - - -

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R •-•

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T -

U ••-

V •••-

W •- - -

X -••-

Y -•- - -

Z - - - ••

## BACK TO BACK BREATHING



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

## TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

## BALLOON BREATHING



Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

## SHOULDER ROLL BREATHING



Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

## ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

## BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

## TAKE 5 BREATHING



Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

## BUMBLEBEE BREATHING



Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.