

Reading

Task 1: Complete the prediction page based on the title 'The Day Before'.



Task 2: Read the text or listen to Miss Booker reading 'The Day Before' and answer the questions providing evidence for your thinking where necessary, using PEE. Complete the challenge questions if you would like to further your learning.

https://youtu.be/5xX2E_sUFsQ

Writing

Task 1: Read the attached motivational quotes from influential figures. Choose three of them and write a short paragraph explaining the meaning behind them.

Task 2: Write your own alternative short story using the title, 'The Day Before'. It should be based on the events of the day before a child is going to high school and should explore the different emotions that they would feel. You could add an extra chapter, describing their first day at high school.

Use 'The Day Before' text attached to help you. See the attached sheets for task 2 for further support.

THE DAY BEFORE

Spellings

1. interrupt
2. interfere
3. intercept
4. interject
5. internal
6. interim
7. interest
8. intersperse
9. intertwine
10. interloper

Task 1: Remember to practice the spelling pattern using:



Task 2: Complete the word search.

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

There is an enlarged version attached.

Maths

Task 1: Complete these questions and simplify your answers if you can.

Please see attached document for an enlarged version.

$$\begin{array}{ll} 1) \frac{5}{8} + \frac{1}{8} = \frac{\quad}{8} & 2) \frac{4}{10} + \frac{4}{10} = \frac{\quad}{10} \\ 3) \frac{3}{7} + \frac{2}{7} = \frac{\quad}{7} & 4) \frac{4}{3} + \frac{3}{3} = \frac{\quad}{3} \\ 5) \frac{5}{9} + \frac{3}{9} = \frac{\quad}{9} & 6) \frac{3}{4} + \frac{2}{4} = \frac{\quad}{4} \\ 7) \frac{4}{12} + \frac{7}{12} = \frac{\quad}{12} & 8) \frac{4}{5} + \frac{3}{5} = \frac{\quad}{5} \\ 9) \frac{3}{6} + \frac{7}{6} = \frac{\quad}{6} & 10) \frac{4}{9} + \frac{8}{9} = \frac{\quad}{9} \end{array}$$

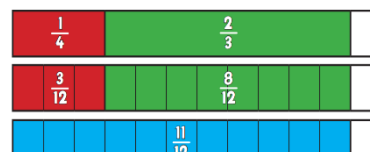
Task 2: Complete the attached sheet with questions based on adding and subtracting fractions with different denominators.

Use this guide on calculating with different denominators to help you:

<https://www.youtube.com/watch?v=tDQipFjAoT8>

FK: Calculating with Fractions

$$\frac{1}{4} + \frac{2}{3} = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$



Art

As you are moving to high school soon, we would like you to think about your favourite memories of primary school. Draw yourself in the middle of a piece of paper. Use the attached step-by-step self-portrait guidance to help you. Around yourself, you should draw something that symbolises each memory.



Your memories might include:

- your favourite lesson
- something funny that once happened
- your friends
- your favourite lunch
- your favourite classroom
- a job that you may have done throughout your time at Charlestown

Well-Being

Celebrating Differences

As humans we are all very different.

Can you write a poem about the way in which humans may all be different?



Task 3:

In each number sentence, replace the boxes with different whole numbers less than 20 so that the number sentence is true:

$$\frac{1}{\square} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{\square}{12}$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$

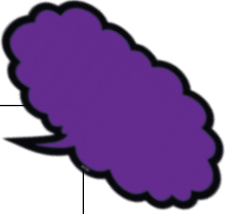
$$\square \div \square = \square \cdot \square$$

$$\frac{30}{\square} = \frac{45}{\square}$$

Please see attached document for the enlarged version.

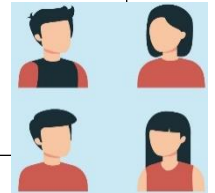
You could then put this up as a poster to remind you of happy memories from your journey at Charlestown.

The Day Before



1. Just using the title, 'The Day Before', what do you predict the text is going to be about?

2. Who do you think is going to be in the text? What is their current situation?



Remember to use PEE:

P- Point

E- Evidence

E-Explanation

Reading Text

The Day Before

Julius rolled over, rubbed his eyes and tried to focus on the alarm clock that stood slanted on his bed side table. A pillow fight with his younger brother had left it with only two legs to stand on, instead of four.

'9:34am'. The alarm clock was digital; he hadn't quite got the hang of analogue clocks yet. Julius' mouth opened somewhat involuntarily and he inhaled deeply: this was the first time that he'd seen this hour in around 5 weeks.

"Julius, are you awake yet?" The voice seemed distant but familiar.

"Your breakfast is on the table."

He instinctively looked down at his stomach, expecting some sort of response from it. As he flicked the duvet cover back, he reluctantly slid one leg out of the bed at a time. His slippers were perfectly placed, ready for him to slip his feet straight into. They were his favourite pair of shoes- if you could call them that. He hadn't worn much else since school had finished anyway.

Sluggishly, he began to make his way downstairs. His hair looked even more tousled after being dishevelled during his sleep.

"I don't want toast. We have toast every day," Julius began to moan. He wasn't usually a moaner. He appreciated everything that his mother did for him, "Can't we have something different for a change?"

Rolling her eyes, his mother reached over, picked up the plate and raised her eyebrows signalling for him to tell her what he really wanted for breakfast. Normally, he would have had to have the toast but she knew that he was probably feeling anxious about the day ahead, so she was cutting him a bit of slack. Julius' eyebrows began to raise as the shock sank in, "Frosties please."

The hours seemed to tick by so quickly. Too quickly for Julius' liking. As the afternoon approached, he noticed his mother routing in the utility cupboard for the ironing board. She hated ironing but she would not let him leave the house in a creased shirt.

"Tomorrow is a fresh start Julius. Reconnecting with old friends, an opportunity to make new ones. You'll meet your new teachers, experience different lessons and have so much more freedom. I bet you can't wait!" It was as though she knew Julius needed to hear this. Needed to be reminded that this was the start of an exciting chapter in his life; nothing to be scared of.

Julius could feel his stomach tingling like butterflies were swirling around inside of him. He made his way up the stairs with a spring in his step. He knelt down in search of his rucksack that he had squirrelled away under his bed weeks ago. He tugged at the rubber handle, pulling it loose and patted off the dust. He filled it with a rubber, a ruler, pens, pencils, and a notebook and lay the bag next to his bedroom door.

Since the excitement had set in, the day seemed to slow down and he wished that he could hit the fast forward button again. Julius didn't argue when his mother told him it was time to have a bath, brush his teeth and change into his pyjamas. Julius, his brother and his mother curled up on the sofa watching the evening soaps. Julius couldn't concentrate as he optimistically imagined his coming day.

Reading Task 2: Questions

1. What type of clock did Julius have in his bedroom? Why did he have this type?
2. Why do you think it was the first time that Julius had seen 9:34am in around 5 weeks?
3. What sort of response was Julius expecting when he looked down at his stomach?
4. Why did Julius begin to moan?
5. The text says that his mother thinks that Julius was feeling **anxious**. Tick the word which has a similar meaning to **anxious**:

Nervous ☐ Excited ☐

Thrilled ☐ Sad ☐
6. Name the 5 things that Julius' mother says that he has to look forward to about the coming day.
7. What do you think Julius is doing the following day? Where is he going? Give evidence from the text to support your thinking.

Challenge questions

1. What is the difference between a digital and analogue clock?
2. Why would Julius be expected to learn how to read an analogue clock soon?
3. When Julius looked at his clock, it says '**Julius' mouth opened somewhat involuntarily**'. What do you think it means by this?
4. '**He instinctively looked down at his stomach**'. Explain in your own words what you think **instinctively** means.
5. Julius began to moan at the breakfast table. His mother knew it wasn't really to do with his breakfast. What do you think was making Julius act this way?
6. It says, '**she was cutting him a bit of slack**' what does this mean that his mother is doing? Why was she doing this?
7. Why might Julius need reminding of the things that he has to look forward to? If he has things to be excited about, why might he be feeling nervous or worried?
8. Summarise the events of the short story in less than 50 words.

Writing Task 1:

Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

(Thomas Edison, Inventor (of the light bulb amongst other things) and Business Man, 1847-1931)

If you can dream it, you can do it.

(Walt Disney, Animator and Entrepreneur, 1901-1966)

By failing to prepare, you are preparing to fail.

(Benjamin Franklin, Politician and Statesman, 1706-1790)

The Secret of getting ahead is getting started.

(Mark Twain, Author, 1835-1910)

**You have brains in your head. You have feet in your shoes.
You can steer yourself any direction you choose.**

(Oh, The Places You'll Go! by Dr Seuss)

Nothing is impossible, the word itself says, "I'm possible!"

(Audrey Hepburn, Actress, 1929-1993)

Example

‘By failing to prepare, you are preparing to fail.’

To be successful, you need to be organised, and to be organised you need to prepare yourself.

Benjamin Franklin explores the idea that if you do not prepare yourself, then your intentions are to fail. Personally, I agree with Benjamin Franklin as I believe that as individuals, it is our own responsibility to create our own success and good things come to those who work hard.

Writing Task 2:

Success Criteria:

- 3rd person (Julius, he, she, they)
- Adverbs
Involuntarily, deeply, instinctively, reluctantly
- Speech punctuated correctly
See speech help sheet
- Show not tell
Julius' mouth opened somewhat involuntarily and he inhaled deeply
- Similes
Julius could feel his stomach tingling like butterflies were swirling around inside of him.
- : to add detail
- ; to replace conjunctions

Rules for Punctuating Speech

Use opening speech marks at the beginning of speech.

Use closing speech marks at the end of speech.

Start your speech with a capital letter.

ALWAYS put a piece of punctuation before the closing speech marks
e.g. . ! ?

Use a new line for each new speaker.

Think about the following- you could use these to help you structure your paragraphs:

1. Who is your main character going to be? Is there more than one main character?
2. How does their day start? Are they feeling optimistic (positive) straight away or are they feeling apprehensive (nervous)?
3. What does your character do to prepare themselves for high school? What do they pack in their bag? What do they prepare?
4. How does your character go to bed feeling? Excited, worried, with butterflies in their stomach?
5. You could add an extra chapter, describing their first day at high school.

Spelling

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

1. interrupt
2. interfere
3. intercept
4. interject
5. internal
6. interim
7. interest
8. intersperse
9. intertwine
10. interloper

Maths

Task 1:

- 1) $\frac{5}{8} + \frac{1}{8} = \frac{\quad}{8}$ 2) $\frac{4}{10} + \frac{4}{10} = \frac{\quad}{10}$
- 3) $\frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$ 4) $\frac{4}{3} + \frac{3}{3} = \frac{\quad}{3}$
- 5) $\frac{5}{9} + \frac{3}{9} = \frac{\quad}{9}$ 6) $\frac{3}{4} + \frac{2}{4} = \frac{\quad}{4}$
- 7) $\frac{4}{12} + \frac{7}{12} = \frac{\quad}{12}$ 8) $\frac{4}{5} + \frac{3}{5} = \frac{\quad}{5}$
- 9) $\frac{3}{6} + \frac{7}{6} = \frac{\quad}{6}$ 10) $\frac{4}{9} + \frac{8}{9} = \frac{\quad}{9}$

Maths

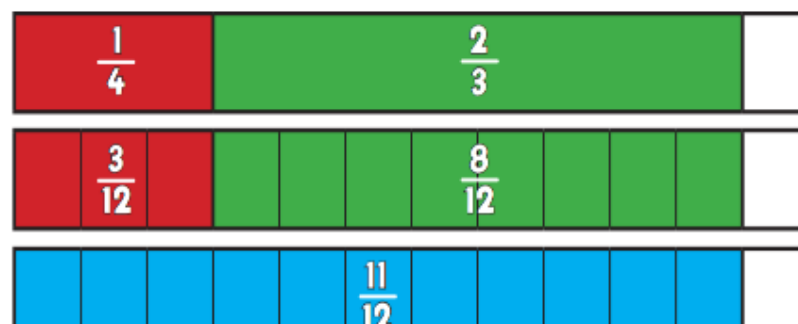
Task 2:

1.	$\frac{3}{5} + \frac{1}{7}$	2.	$\frac{1}{9} + \frac{2}{5}$	3.	$\frac{1}{2} + \frac{1}{3}$	4.	$\frac{5}{6} - \frac{3}{8}$
5.	$\frac{5}{8} - \frac{1}{12}$	6.	$\frac{2}{5} + \frac{1}{4}$	7.	$\frac{2}{3} - \frac{3}{7}$	8.	$\frac{2}{3} + \frac{1}{5}$
9.	$\frac{5}{7} + \frac{3}{5}$	10.	$\frac{3}{4} + \frac{2}{3}$	11.	$\frac{5}{8} + \frac{2}{3}$	12.	$\frac{7}{12} + \frac{4}{5}$

FK: Calculating with Fractions

6+a

$$\frac{1}{4} + \frac{2}{3} = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$$



Maths

Task 3:

In each number sentence, replace the boxes with different whole numbers less than 20 so that the number sentence is true:

$$\frac{1}{\square} = \frac{3}{\square}$$

$$\frac{\square}{3} = \frac{\square}{12}$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$

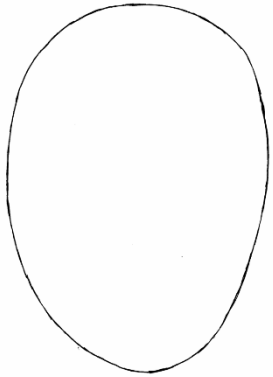
$$\square \div \square = \square \cdot \square$$

$$\frac{30}{\square} = \frac{45}{\square}$$

Art

Follow the step-by-step guide to drawing a portrait, **remember to use your pencil lightly:**

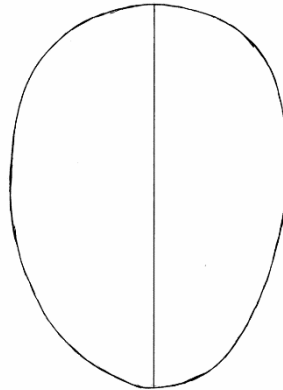
1



1. Draw an egg shape (but remember not all faces are egg shaped!)

This bit can be difficult so remember to use your pencil **lightly**, just in case you need to rub out mistakes!

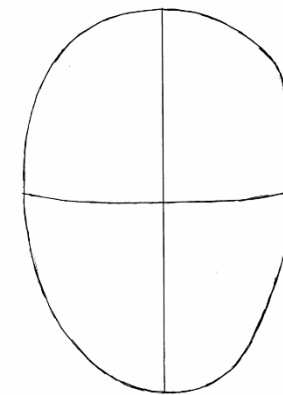
2



2. Draw a centre line vertically right through the centre of the egg.

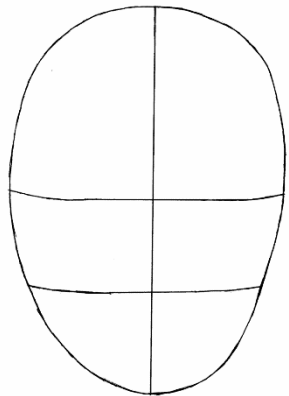
This helps you make sure that you line up the nose, mouth and eyes correctly.

3



3. Draw a horizontal line $\frac{1}{2}$ way down the egg. This is where the eyes and top of the ears will go.

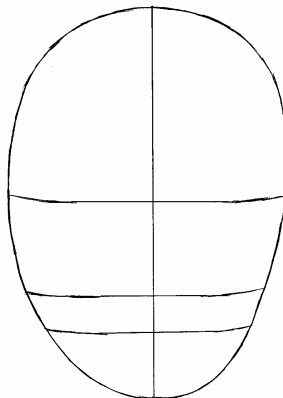
4



4. $\frac{1}{2}$ way between the eye line and the chin draw a 2nd horizontal line.

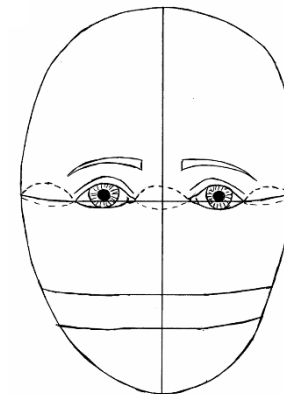
This is where the bottom of the nose and ears will go.

5

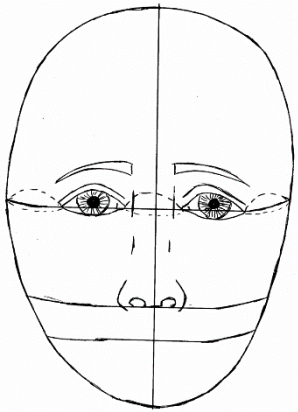


5. $\frac{1}{3}$ of the way down from the nose draw a 3rd horizontal line. This is where the mouth will go.

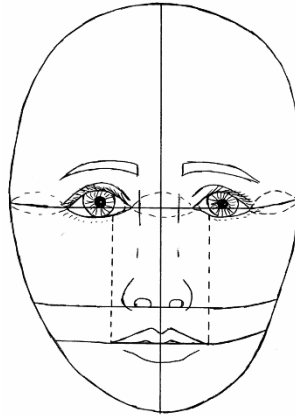
6



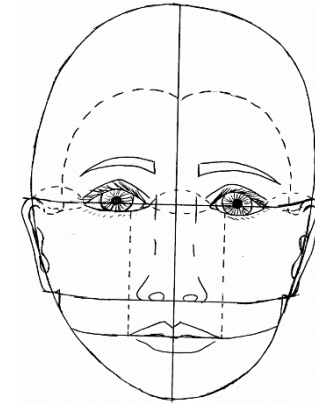
6. Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit 5 equal eye widths across the head.



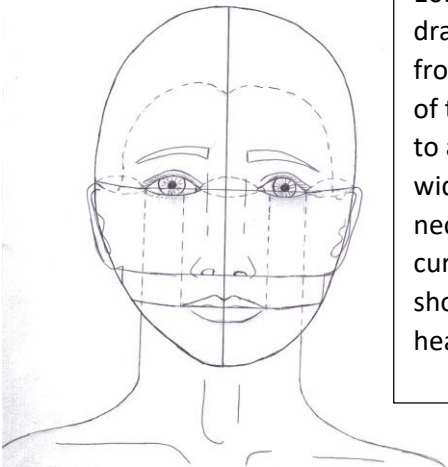
7. Draw the bottom of the nose. The nostrils should rest on the line.



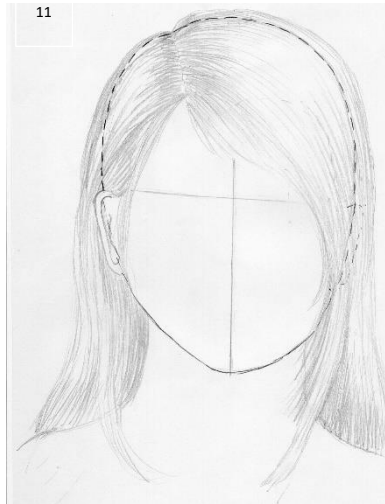
8. Draw in the mouth with the line dividing the 2 lips. By measuring $\frac{1}{3}$ in from the corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width.



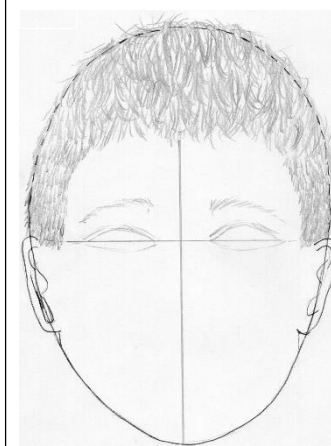
9. Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snugly between the eye and nose lines.



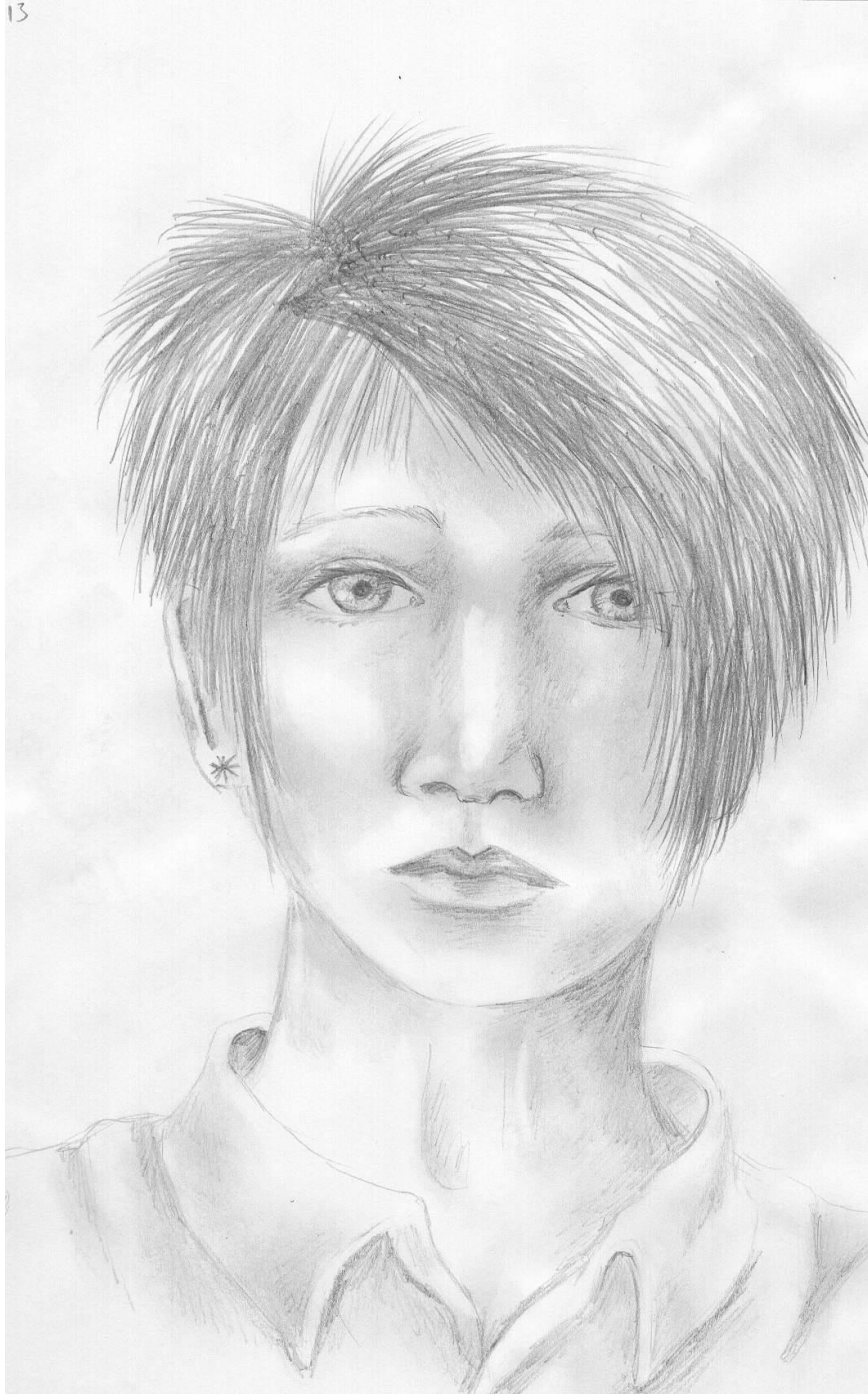
10. Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width. Remember the neck to the shoulders curves gently. The shoulders are 3x the head width.



11. Now add the hairstyle of your choice! Notice the hair grows out away from the head, appearing as an indent where the hair is parted. Long hair requires you to make long pencil strokes. Notice the hair on top of the head is lighter where it reflects the light and darker underneath. This is achieved through using many or few lines accordingly.



12. Short hair requires you to use short pencil strokes. Look carefully at the different directions that the hair falls in.



13. You can then rub out your guidelines and add tone to give a more realistic appearance. Remember, these are only guidelines in how to draw a portrait in proportion. Everybody varies slightly and that is what makes us so interesting, unique and individual!