

### Day 1 Maths: 3 Times Tables

Today we are going to use our knowledge of the 3 times table to help us solve problems. Before we can do this, let's remind ourselves of the 3 times tables. Remember, multiplications are **commutative**. This means that you can switch the multipliers around, and they will still equal the same answer.

**For example:  $1 \times 3 = 3$  and  $3 \times 1 = 3$**

**3**

$0 \times 3 = 0$   
 $1 \times 3 = 3$   
 $2 \times 3 = 6$   
 $3 \times 3 = 9$   
 $4 \times 3 = 12$   
 $5 \times 3 = 15$   
 $6 \times 3 = 18$   
 $7 \times 3 = 21$   
 $8 \times 3 = 24$   
 $9 \times 3 = 27$   
 $10 \times 3 = 30$   
 $11 \times 3 = 33$   
 $12 \times 3 = 36$

**Now it is your turn to try. Complete these problems that involve the 3 times table. See if you can solve them without using the grid above first, but it is there if you need it.**

1) $3 \times 4 =$	5) $15 = 3 \times \underline{\quad}$
2) $7 \times 3 =$	6) $24 = 8 \times \underline{\quad}$
3) $3 \times \underline{\quad} = 30$	7) $3 \times \underline{\quad} = 18$
4) $\underline{\quad} \times 3 = 27$	8) $9 = 3 \times \underline{\quad}$

9)

<b>x</b>	<b>10</b>	<b>4</b>		<b>6</b>	<b>2</b>		<b>8</b>	<b>7</b>		
<b>3</b>			15			9			27	3

## **Day 1 English: Capital letters and fullstops**

In writing, the punctuation that we use is really important so that our writing is clear and makes sense. Two very important types of punctuation are capital letters and fullstops.

### **Capital letters**

When do we use capital letters?

- A sentence **always** begins with a capital letter.
- A proper noun, like a person's name, eg. Ed Sheeran.
- A proper noun, like a place, eg. Colchester, England etc.
- Proper nouns which are **special names**, eg. Christmas, Easter, June, Monday etc.

### **Full stops**

To mark the end of a sentence we use full stops.

**Now it is your turn to try. Rewrite this paragraph and add the correct punctuation. Use the information above to remind you if a capital letter or full stop is needed.**

#### **Example:**

pesky peanut loves to climb up trees

**Pesky Peanut** loves to climb up trees.

- A capital letter has been used to mark the start of the sentence.
- A capital letter has been used for the name 'Peanut'.
- A full stop has been used to mark the end of a sentence.

it was charlotte's first day back at school after the summer holidays and she was very nervous she complained non-stop to her mum whilst she finished styling her hair once she had finished, charlotte's mum put down the hairbrush and went downstairs to finish tidying up the kitchen charlotte was a bright girl with a fantastic imagination who had always achieved good grades she absolutely thrived at school reluctantly, charlotte picked up her brand new, sparkly unicorn bag and headed out of the door to school

## **Day 1 PSHE: Sustainability**

Sustainability is the ability to use resources at a rate that ensures those resources will not run out. There are different types of sustainability, but today we are going to look at environmental sustainability. Environmental sustainability is using environmental resources in a way that produces less waste.

The Earth has a lot of finite resources that won't last forever unless used sustainably, including oil, fossil fuels and natural gasses like methane. We use these to do everything from heat our houses to power our cars, but we are using them faster than we can create more, meaning they are unsustainable.

Because of this, scientists and governments are encouraging people to use sustainable forms of renewable energy like solar and wind power. These are types of energy that come from the environment around us and which cannot be used up.

We can use wind farms to harness the wind, and solar panels to turn the sun into energy and electricity. This energy can then be used as a substitute for unsustainable energy sources like coal, oil and gas.

Many people are already doing things like driving electric cars to help make the environment more sustainable.

### **Your task:**

**Design a poster that encourages people to produce less waste and act sustainably. You can use the information above to help create your poster so that you can inform others about the importance of environmental sustainability!**



## Day 2 Maths: Column Addition.

There are lots of different ways to add two numbers together. Today we are looking at the formal written method of column addition. We work from right to left always lining up the numbers in their place values. We add starting in the ones column and working our way from right to left. The picture below shows how this looks.

1	$\begin{array}{r} 45 \\ +38 \\ \hline \\ \hline \end{array}$	2	$\begin{array}{r} 45 \\ +38 \\ \hline 3 \\ \hline \end{array}$ <div style="border: 1px dashed black; padding: 2px; display: inline-block; margin-top: 5px;">5 + 8 = 13</div>
Place the numbers one on top of the other, lining up the tens and the ones.		Add the ones and write the ones from the answer under the ones. In this example 3	
3	$\begin{array}{r} 45 \\ +38 \\ \hline 3 \\ \hline 1 \end{array}$	4	$\begin{array}{r} 45 \\ +38 \\ \hline 83 \\ \hline 1 \end{array}$
Regroup any tens underneath the ten's column, below the answer line.		Add the tens, including any tens you've regrouped underneath.	
5	$\begin{array}{r} 45 \\ +38 \\ \hline 83 \\ \hline 1 \end{array}$		
		Check your answer.	

**Now it is your turn to try. Complete these column additions. Remember to be careful when copying the layout.**

a.	b.	c.	d.
$\begin{array}{r} 14 \\ + 23 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 52 \\ + 41 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 36 \\ + 45 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 39 \\ + 52 \\ \hline \\ \hline \end{array}$
e.	f.	g.	h.
$\begin{array}{r} 56 \\ + 75 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 43 \\ + 21 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 21 \\ + 69 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 58 \\ + 47 \\ \hline \\ \hline \end{array}$

**Day 2 English: Super Sentence Starters.**

In writing it is really important to vary the use of your sentence starters. This helps keep your reader interested in what you are saying and can help to add detail and description. Below are some ways you can begin your sentences to make them different.

<p><b>Use an adverb (ed or ly)</b></p> <p><i>Quickly, she raced through the forest.</i></p>	<p><b>Use a noun or adjective</b></p> <p><i>Leaves fell from the trees...</i></p>
<p><b>Use a verb (doing word)</b></p> <p><i>Giggling and laughing, they skipped home.</i></p>	<p><b>Use a simile or metaphor</b></p> <p><i>Like a lion, he faced battle</i></p> <p><b>Use a feeling</b></p> <p><i>Lonely, she walked the corridors.</i></p>

**Now it is your turn to try. Write the sentences below with different sentence openers. Try to use each one at least once. Don't forget your commas.**

- 1) \_\_\_\_\_ the rain clouds disappeared.
- 2) \_\_\_\_\_ the dog chased the ball.
- 3) \_\_\_\_\_ the head teacher stood in the doorway.
- 4) \_\_\_\_\_ as I watched the cars outside.
- 5) \_\_\_\_\_ the knight rescued the princess.
- 6) \_\_\_\_\_ she looked for her friend.
- 7) \_\_\_\_\_ I waited for it to be my turn on the swing.
- 8) \_\_\_\_\_ he raced through the maze.

## Day 2 History: Stone Age People of the UK

The Stone Age was a time when people used stone to make tools and weapons. It started about 2.5million years ago and ended up when the Bronze Age began in Britain around 2500BC. Stone Age people were able to select stones to meet their three basic needs: shelter, food and clothing.

Early people made tools from pebbles, especially flint. They also sharpened sticks into deadly spears. They used animal bones or antlers as hammers. During the early stone age Prehistoric Britons made tools now known as a handaxe. Handaxes were designed with a round base that fit snugly into a hand and had a series of sharp edges for cutting. They had many uses: to scrape animal hides, slice meat and to extract nutrition from bone marrow.



### Now it is your turn.Design a Stone Age tool.

**Draw your design**

**What materials will you choose?**

**How will your tool work? What will it be used for?**

### Day 3 Maths: Doubling

Today we are going to look at doubling 1 digit and 2 digit numbers. Doubling is when we add the same number to the original number.

For example, if we double 2 we can do  $2 + 2 = 4$ .

If we double 5 we can do  $5 + 5 = 10$ .

When doubling 2 digit numbers, we need to break the number down like this:



$$\text{Double } 40 = 80 + \text{Double } 3 = 6$$

We then add these together.  $80 + 6 = 86$ . So double 43 = 86

To help check your answer, whenever we double **any** number, the answer will **always** be even!

### Your turn: complete the following questions.

- 1) Double 7
- 2) Double 9
- 3) Double 20
- 4) Double 60
- 5) Double 34
- 6) Double 41

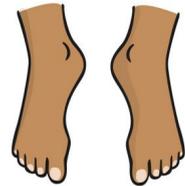
## Double 2



trainers

$$2 + 2 = 4$$

## Double 5



toes

$$5 + 5 = 10$$

### **Day 3 English: Adjectives**

Adjectives are words that **describe** a noun. They help to add detail to what you are describing and they make your writing more interesting for the reader.

Let's look at an example:

Look at this picture of a sandwich (noun).  
What words could we use to describe this sandwich?

**Crispy**  
**Fresh**  
**Delicious**  
**Warm**  
**Tasty**  
**Greasy**



All these words that describe this sandwich are **adjectives**.

**Your turn:** Look at this picture and create your own list of adjectives to describe it.  
Once you have done this, write 3 sentences about this picture using your favourite adjectives from your list.



### **Day 3 Art: Drawing faces - the eye**

Using a mirror, study your own eye. Notice the shape and the other details and then, have a go at drawing it on some paper.

**Did your sketch look like a real eye?**

#### **Follow these steps to draw a more realistic eye:**

**Step 1:** Draw the basic almond-shaped outline of the eye and the inner circle of the eye.

**Step 2:** Pupil (centre of eye) and highlight. Draw the highlight first, then the pupil under it. Make sure the pupil is in the center of the circle. Use your pencil to shade in the pupil. You want it as close to black as possible.

**Step 3:** Draw the crease of the upper eyelid, and the bottom one too.

**Step 4:** Draw a few eyelashes to show where you will later draw in larger clumps of lashes.

**Step 5:** Darken the inner circle in the eye, the outline of the eye, and draw a line in the inner corner .

**Step 6:** Start filling in some more lashes, and add some lines inside the inner circle of the eye.

**Step 7:** Fill in some more lines lightly inside the circle

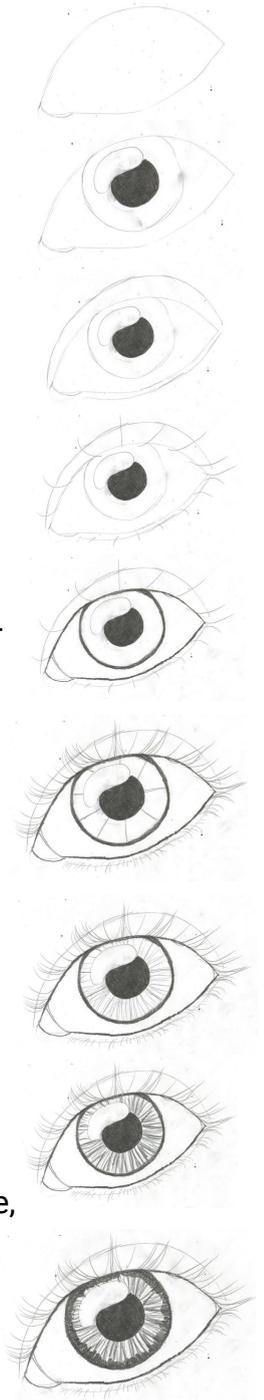
**Step 8:** Add even more lines, but this time press harder with the pencil to make darker lines.

**Step 9:** Shade in the inside outer edge of the inner circle of the eye . Press harder with the pencil. This will add a lot of depth and roundness to the eye.

**Step 10:** Repeat what you did in the last step to the pupil. Also, add some more lines (depending on the lightness of the color of the eye) to make it a little darker in some areas.

**Step 11:** Really fill in the lashes with your darker pencil. If drawing a male eye, make the lashes a little lighter than if drawing a female eye.

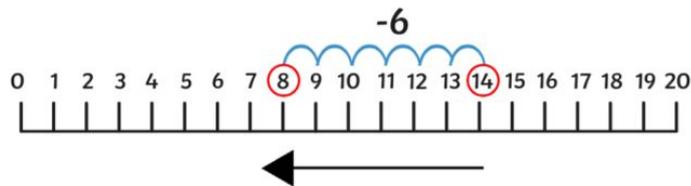
**Step 12:** Shade inside the eye, and it helps to smudge it with your finger tip.



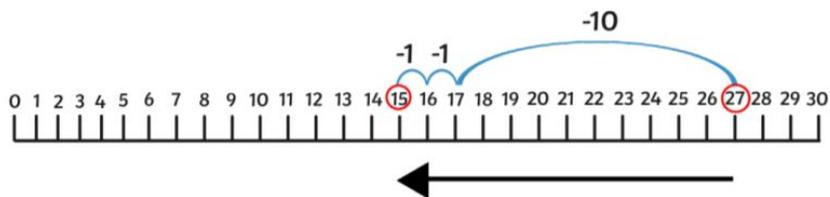
### Day 4 Maths: Subtraction

There are many different ways to subtract two numbers. Today we are looking at using a number line to help us with subtraction. Start with the biggest number, then count backwards until you have counted the same steps as the number you need to subtract. The picture below shows how this looks.

$$14 - 6 =$$



$$27 - 12 =$$



**Your turn:** Complete these subtraction questions using the number line to help.



- 1)  $8 - 3 =$
- 2)  $15 - 4 =$
- 3)  $28 - 7 =$
- 4)  $30 - 11 =$
- 5)  $30 - 18 =$
- 6)  $27 - 14 =$
- 7)  $14 - 9 =$
- 8)  $25 - 15 =$

#### **Day 4 English: Tricky Word Spellings**

These spellings are a group of words that can be more difficult to spell than others. It is important that we keep practicing how to spell these words so we know them off by heart!

**Your turn:** Look at the word. Cover the word with your finger and then write it on the line. Check to see if you got the spelling right. Then continue writing the word until the end of the line.

door

floor

again

wild

children

climb

parents

most

only

both

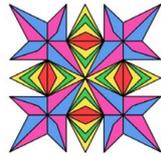
## Day 4 RE: Festivals - Diwali



Diwali celebrates the new year for some Hindus. It is sometimes called 'the festival of light' because of the oil lamps that people use to light their homes. It is a time when families and friends come together to celebrate. Diwali usually takes place at the end of October or at the start of November.

### A Look at the Week

**Day 1:** The first day of Diwali is a time for cleaning and decorating homes and shops with rangoli patterns, which are made using coloured flour or flower petals.



**Day 2:** Henna is painted on hands and people get food ready for the third day.



**Day 3:** This is the day of Diwali and the main festival day. Best clothes and jewellery are worn, lamps are lit and prayers are said to Lakshmi – the goddess of good fortune. Hindus believe that Lakshmi walks the earth on Diwali night so people will put lamps outside and open their doors and windows to welcome her into their homes. Family and friends visit each other, give gifts and enjoy food together. Fireworks are lit too.



**Day 4:** This day is Govardhan Puja. Many thousands of years ago, Lord Krishna caused the people of Vraja to perform Govardhan Pooja. From then on, every year Hindus worship Govardhan to honour that first Pooja (act of worship) done by the people of Vraja.

**Day 5:** On the last day, brothers and sisters pray for each other to show their love.

### Did You Know?

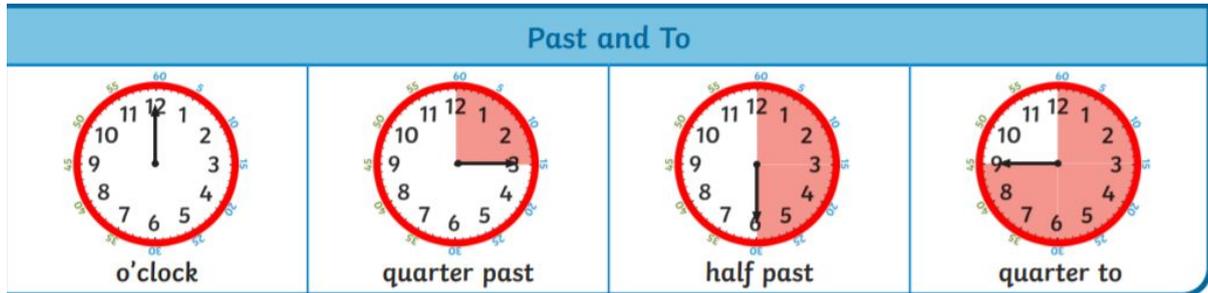
- Diwali is a festival to celebrate good over evil and light over darkness. The story of Rama and Sita gives us this message. Whilst living in the forest, Ravana the demon king kidnapped Sita. Rama found Sita and killed Ravana. The couple returned home to their land and people lit lamps to welcome them.
- This festival is also celebrated by Sikhs. They remember Guru Hargobind and 52 princes who were freed from prison.
- Diwali is also celebrated in the Jainism and Newar Buddhism religions.

### Your task: Answer the comprehension questions below.

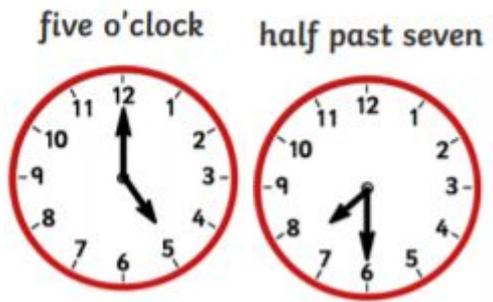
- 1) Why is Diwali called the festival of light?
  - a) Because the sun always shines on this day.
  - b) Because of the oil lamps people use to light their homes.
  - c) Because the festival of light is in the daytime.
- 2) In which month does the festival of Diwali usually take place?
- 3) What are Rangoli patterns made from?
  - a) Different coloured paper
  - b) Henna
  - c) Coloured flour or flower petals for decoration
- 4) Who is Lakshmi? Tick one.
  - a) The goddess of hope
  - b) The god of war
  - c) The goddess of good fortune
- 5) Which is your favourite day of Diwali? Why?

## Day 5 Maths: Telling the time

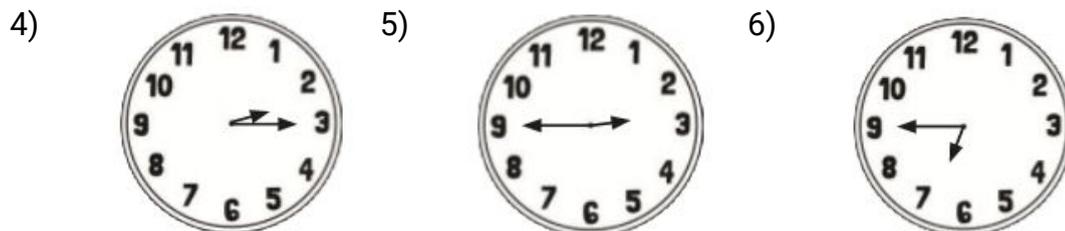
Today we are going to look at telling the time on an analogue clock. Remember that the minute hand (the long hand) and the hour hand (the short hand) tells you what time it is depending on where they are on the clock face:



### Example:



**Your turn:** Look at the clock and write what time it is.



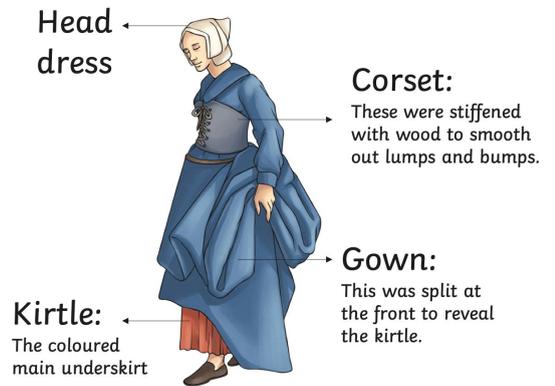


## Day 5 History: People of the UK

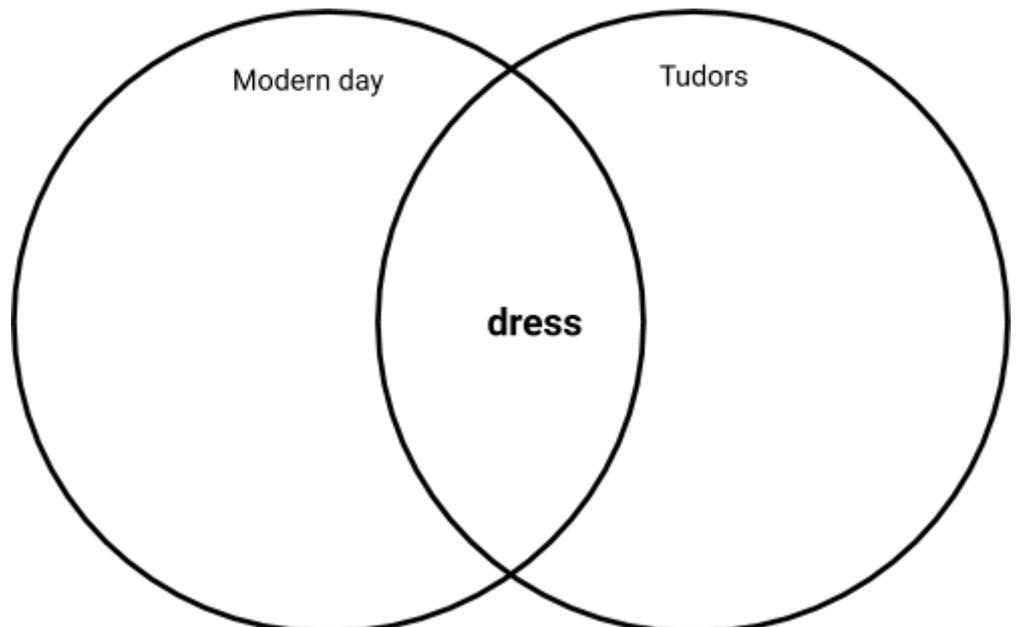
Throughout time, fashion for people living in the UK has changed drastically! Today we are going to compare modern clothing to clothing that would typically be worn by Tudors! Elizabeth I was known for the 2000 beautiful dresses that she left behind. Tudor England clothing was mostly quite lavish and rich.

- Not everyone wore the same clothes, the rich would wear fancier versions decorated with gold and jewels.
- Middle class Tudor people would wear slightly more plain versions.
- Poor Tudor people would only wear simple, loose fitting cotton clothes.

## Tudor Women



**Your turn:** Use the word mats to complete the venn diagram of modern clothing and tudor clothing. One example has been done for you.



**Day 6 Maths: 10 more, 10 less.**

Today finding numbers that are 10 more or 10 less than a given number. You can use a hundred square to help you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Example: what is 10 more than 18?**

Find 18 on the hundred square and count on 10 more steps.

**= 28**

On a hundred square, 10 more will always be directly underneath the number you have been given, and 10 less directly above.

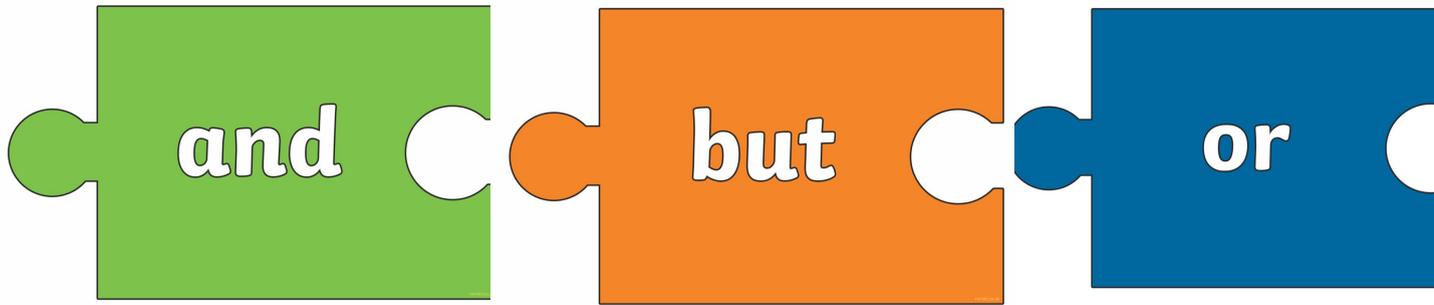
**Your turn: Using the hundred square to help you, find 10 more and 10 less than these numbers.**

10 less		10 more
	75	
	23	
	57	
	89	
	16	
	32	
	41	
	60	

## **Day 6 English: Extending Sentences**

There are lots of ways to extend your sentences. Today we are going to focus on using certain words to make your sentences longer and more complex. These are called **conjunctions**.

The conjunctions we will be using today are:



It is important to remember that if you are using the conjunction **but** in a sentence, the meaning of the sentence before the conjunction needs to be different to the sentence following the conjunction.

**Example:** I wanted to go for a run in the park, but it was raining.

**Your turn. Write and complete these sentences with the conjunctions **and/but/or**.**

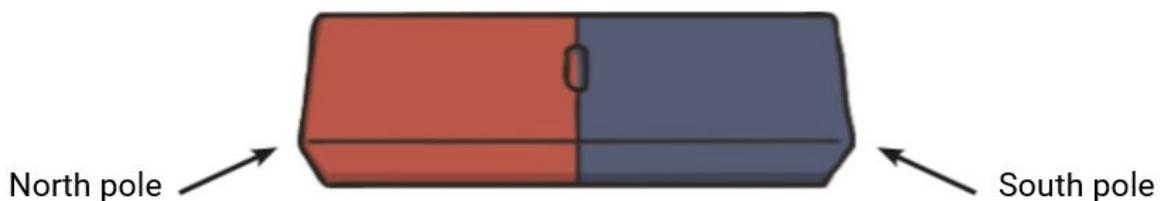
- a. I wanted to go swimming \_\_\_\_\_ the swimming pool was closed.
- b. I fell over \_\_\_\_\_ I bumped my head.
- c. Would you like to go to the park \_\_\_\_\_ would you rather play on your bike?
- d. I wanted to go to the beach \_\_\_\_\_ mum said we couldn't go.
- e. I like to watch football \_\_\_\_\_ I can't play it.
- f. I took my dog for a walk across the field \_\_\_\_\_ we both got muddy.
- g. All the children wanted to eat pizza \_\_\_\_\_ nobody wanted to pay for it.
- h. My cat does not like being bathed \_\_\_\_\_ hates getting his nails trimmed

## Day 6 Science: Magnets.

### Magnetic poles

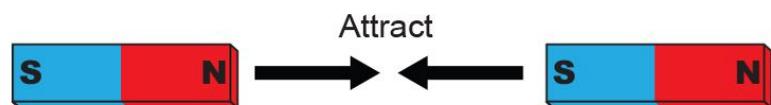
When two magnets are close, they create pushing or pulling forces on one another. These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the North pole and the South pole.

Here is a magnet, the red side represents the north pole and the blue side represents the south pole of a magnet:



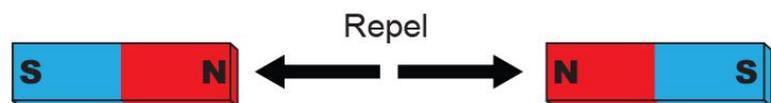
### What does attract mean?

If the poles are attracted to each other they will pull towards each other.

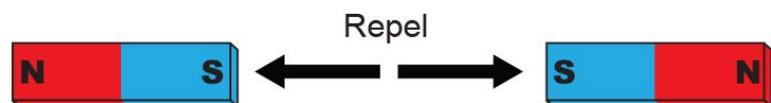


### What does repel mean?

If the poles repel each other they will push away from each other.



Write these sentences with the words from the word banks to help you.



Magnets have two \_\_\_\_\_. One is called the \_\_\_\_\_ pole and

the other is the \_\_\_\_\_ pole. When opposite poles are near one another, they \_\_\_\_\_ together. This means the two poles \_\_\_\_\_. When two of the same poles are near one another, they \_\_\_\_\_ away from one another. This means the two poles \_\_\_\_\_ each other.

### **Word bank**

Repel	North	South	Pull	Push	Poles	Attract
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## **Day 7 Maths: Ordering Numbers to 1000.**

Things to remember:

- To compare numbers we start from the biggest place value and work towards the right until one number is bigger than the other.
- To keep track of a list when ordered, cross them out as you go!
- Ascending means “getting bigger”.
- Descending means “getting smaller”.

Ordering numbers is just like doing lots of comparisons, but how do we compare numbers?

Which is bigger, 556 or 565?

Starting with the 100s: Both have 5 100s (This doesn't help).

Moving onto the 10s: Our first number has 5 10s, and our second number has 6 10s.

Because the place value is bigger in the second number, we know this has to be the biggest!

565 is bigger than 556.

When we order numbers, we are just doing lots of comparisons.

### **Now it is your turn to try. Order these numbers from smallest to largest.**

1	99	345	671	345	222
---	----	-----	-----	-----	-----

2	234	562	728	666	166
---	-----	-----	-----	-----	-----

3	567	122	123	121	987
---	-----	-----	-----	-----	-----

4	990	812	765	543	541
---	-----	-----	-----	-----	-----

5	651	554	123	897	111
---	-----	-----	-----	-----	-----

6	123	675	234	987	123
---	-----	-----	-----	-----	-----

7	546	132	456	999	765
---	-----	-----	-----	-----	-----

8	111	76	777	98	129
---	-----	----	-----	----	-----

### **Day 7 English: Character Description.**

When writing it is important to remember that the reader cannot picture what you have in your mind without you describing it to them. When creating descriptions of characters it is useful to use interesting adjectives and to think about all the different features that your reader will need to know. Below is an example of a descriptive text describing a lava monster.

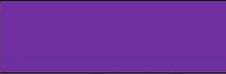
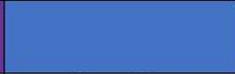
Scorch is a huge lava monster that torments volcanic cities. Covering his whole rough body, are huge crumbling boulders that stack up to form a huge arching back. As he builds with rage, these rocks begin to pulsate and glow a dark orange. With arms like an ape, he smashes his huge fists down to the ground - sending vibrations along the splitting floor. Occasionally, chunks of his rocky flesh fall, like lava bombs to the helpless plants below, which instantly ignite into furious flames. Balanced on top of his muscular shoulders are two ominous heads. Burning and smouldering, his eyes glare like four scorching suns - that could burn your very soul. His jaw drops and spews liquid scorching lava onto innocent civilians below, when his rage becomes incontrollable.

### **Now it is your turn to try. Use the picture of the Monster below to write your own description.**

Think about what their face is showing, do they look scary or silly? Do they smell nice or horrible? What sounds might they make?

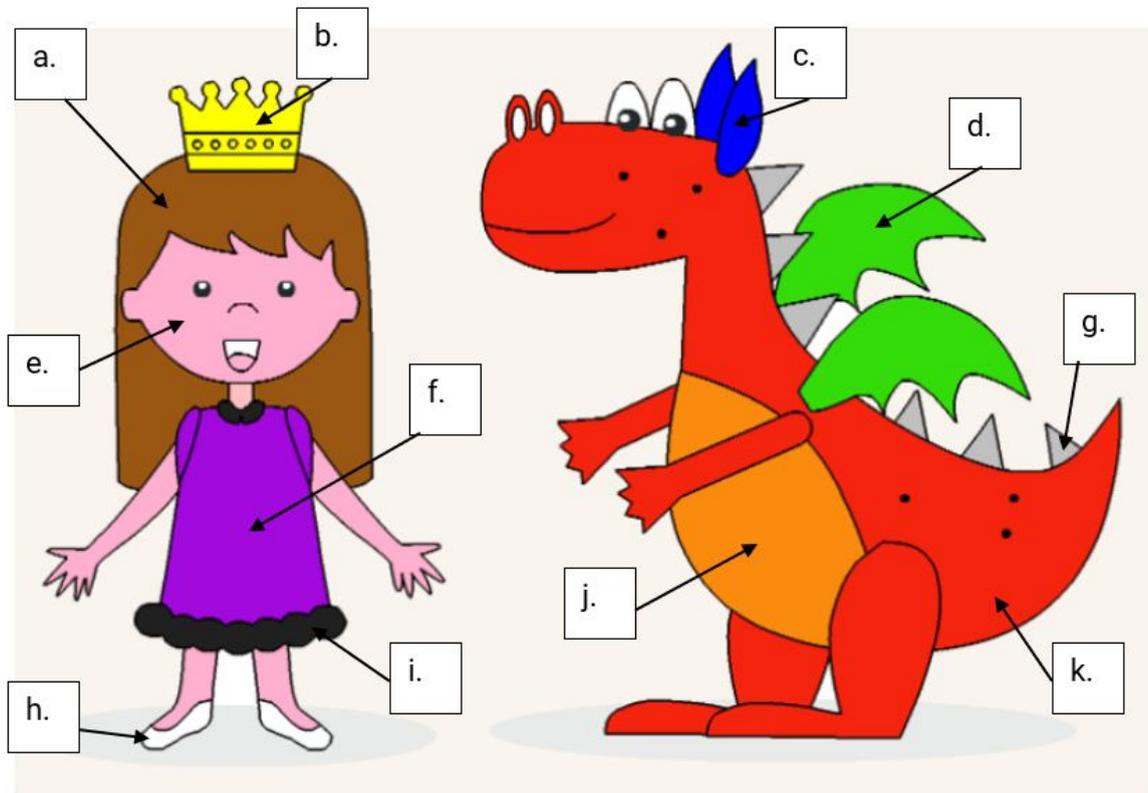


**Day 7 French: Colours.**

				
Red- rouge	Orange- orange	Pink- rose	Purple- violet	Blue- bleu

					
Yellow- jaune	Green- vert	Black- noir	Grey- gris	White- blanc	Brown- marron

**Your turn. Using the colours above to help. For each part of the picture write the correct colour in French.**



## Day 8 Maths: Times Tables Practice

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Today we are going to practise our 2, 5 and 10 times tables. There will be a hundred square to help you, **but only use it if you are completely stuck!**

Otherwise, scroll down or cover up the hundred square whilst you complete the questions.

**Your turn: Complete the tables using your times tables knowledge. Remember - don't use the hundred square unless you are well and truly stuck!**

2 times table	5 times table	10 times table
$1 \times 2 =$	$1 \times 5 =$	$1 \times 10 =$
$2 \times 2 =$	$2 \times 5 =$	$2 \times 10 =$
$3 \times 2 =$	$3 \times 5 =$	$3 \times 10 =$
$4 \times 2 =$	$4 \times 5 =$	$4 \times 10 =$
$5 \times 2 =$	$5 \times 5 =$	$5 \times 10 =$
$6 \times 2 =$	$6 \times 5 =$	$6 \times 10 =$
$7 \times 2 =$	$7 \times 5 =$	$7 \times 10 =$
$8 \times 2 =$	$8 \times 5 =$	$8 \times 10 =$
$9 \times 2 =$	$9 \times 5 =$	$9 \times 10 =$
$10 \times 2 =$	$10 \times 5 =$	$10 \times 10 =$
$11 \times 2 =$	$11 \times 5 =$	$11 \times 10 =$
$12 \times 2 =$	$12 \times 5 =$	$12 \times 10 =$

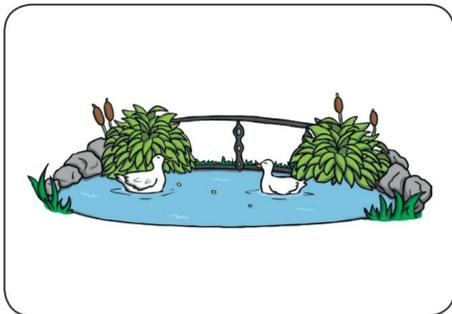
**Day 8 English: Writing Sentences**

Today we are practicing writing sentences. It is important that we always use the correct punctuation and structure them correctly, otherwise they will not make sense. Here is a checklist for writing sentences correctly:

<b>A B C</b> capital letters	 finger spaces	 full stop	<b>Read</b> read it again
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Don't forget that each sentence needs a **noun** and a **verb**.

**Task:** Look at the pictures and use them to write a sentence about what you think is going on. Use the checklist to make sure your sentences are correct.



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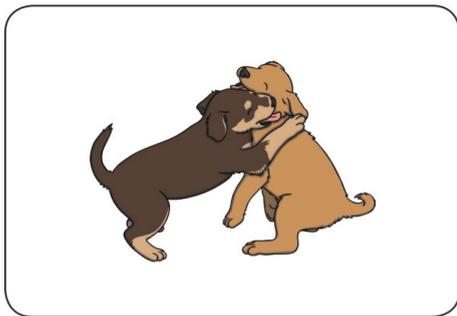
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### **Day 8 Geography: Brazil and Egypt.**

In Geography we have been comparing two countries: Brazil and Egypt. Both of these countries have major rivers flowing through them. Brazil has the Amazon River, and Egypt has the River Nile.

#### **The Amazon**

The Amazon is the second largest river in the world, stretching 3944 miles (6347km); however, recent studies show that it is longer than the River Nile. Its source is in the Andes Mountains in Peru and it flows through many countries before it finishes at the Atlantic Ocean. Surprisingly, there are no bridges that cross the river, although during the wet (rainy) season, the Amazon rapidly fills with more water and can reach over 120 miles (190km) in width.

Many species of fish live in the river, including piranhas! One of the largest snakes in the world, the anaconda, lives in the shallow waters. Anacondas can attack large animals, some as big as a goat!

#### **The Nile**

The Nile is traditionally considered to be the longest river in the world. It is 4132 miles (6650km) long - that's nearly seven times the distance from the very top of Scotland (John o' Groats) to the very bottom of England (Land's End). When most people think of the Nile, they think of Egypt but surprisingly, only 20% of the river is in Egypt - it also flows through other countries including Uganda and Ethiopia before ending at the Mediterranean Sea. Some people disagree about where the river starts, but it is now believed to be in the hills of Burundi.

The River Nile makes the land nearby good for growing crops. This is why the ancient Egyptians settled there, living and farming along the river and producing food for themselves and their animals. The river became important for water and transport.

**Task: Using the information above, create a poster explaining the facts about a river of your choice!**

### Day 9 Maths: Adding and Subtracting

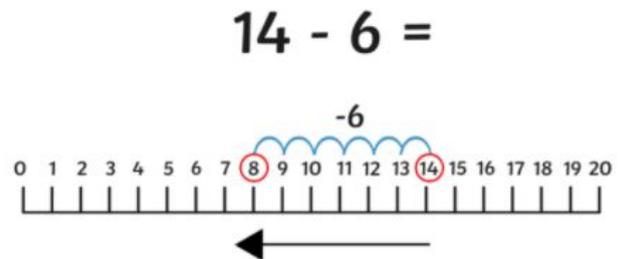
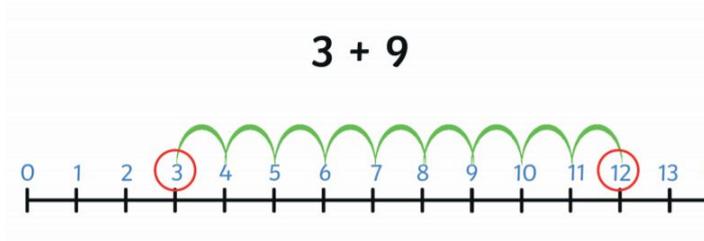
Today we are going to practice adding and subtracting. Make sure you look carefully at the sign, as the next question could be a different calculation.



This symbol means **add**.



This symbol means **subtract**.



**Task:** Use the number line to help you answer these **mixed** questions.



$6 + 6 =$	$8 - 6 =$	$9 - 3 =$	$13 - 4 =$	$4 - 1 =$
$14 + 5 =$	$2 + 17 =$	$7 - 4 =$	$4 + 9 =$	$4 - 2 =$
$9 - 7 =$	$3 + 9 =$	$15 - 1 =$	$20 - 10 =$	$10 - 5 =$
$2 + 11 =$	$3 + 1 =$	$14 - 7 =$	$17 + 2 =$	$2 + 3 =$

**Day 9 English: Description of a setting.**

When writing, it is important to remember that the reader cannot picture what you have in your mind without you describing it to them. When creating descriptions of settings it is useful to use interesting adjectives and to think about all the different senses that the character in your story can feel. Below is an example of a descriptive text.

As night falls, the fairground glows brightly against the black sky. The fair is a party of colours. Dazzling lights flash and flicker as rides accelerate, hurtling through the air. Rich scents waft through the busy, excited air. The place is alive with booming music, exhilarated screams, delighted squeals and cheerful shouts.

Colossal rides with vibrant lights tower over the eager visitors. A roller coaster spirals and coils, which makes it look like an elongated snake twisting through the fair. Thrilled and delighted children race to join the spectacular rides. A lone girl waits by the big wheel smiling and tapping her feet. The air is filled with the mouth-watering aromas of sizzling hot-dogs, fluffy candyfloss, spiced apples and sugary donuts. Some stalls sell hamburgers oozing with burnt onions while others sell sweet treats and steaming coffee.

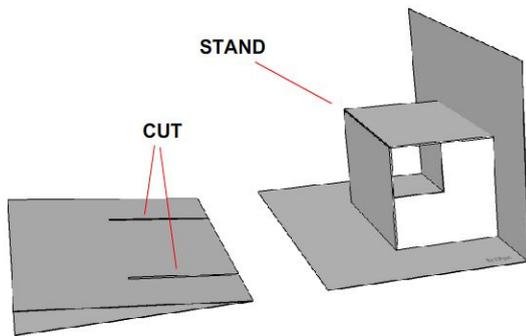
**Now it is your turn to try. Use the picture of the Candy Land below to write a description of the setting.**

Think about what you can hear from the waterfall and what you can smell from the land.



Day 9 **DT. Design a pop-up card.**

Pop-up cards can be used for all occasions. You can have more than one feature to pop-up inside, but you will have to make sure there is room for them to fit when the card is shut. If you want to make your design they can be made from paper without needing lots of card and craft supplies.



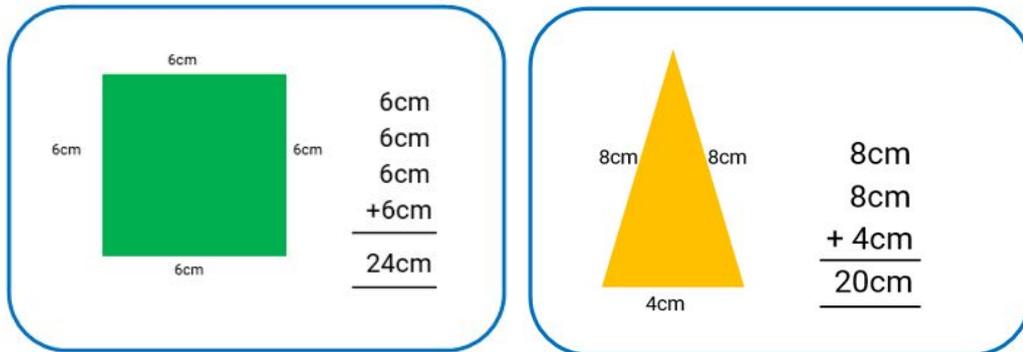
You can draw what you want the inside of your card to look like or you can make your card. Instructions below show how to make a simple pop-up card. You can edit how many pop-ups you want by doing more cuts just be careful to not make too many.

First fold your piece of paper in half. Then an adult can help you cut two small cuts which will fold in to become the stand for your pop-up.

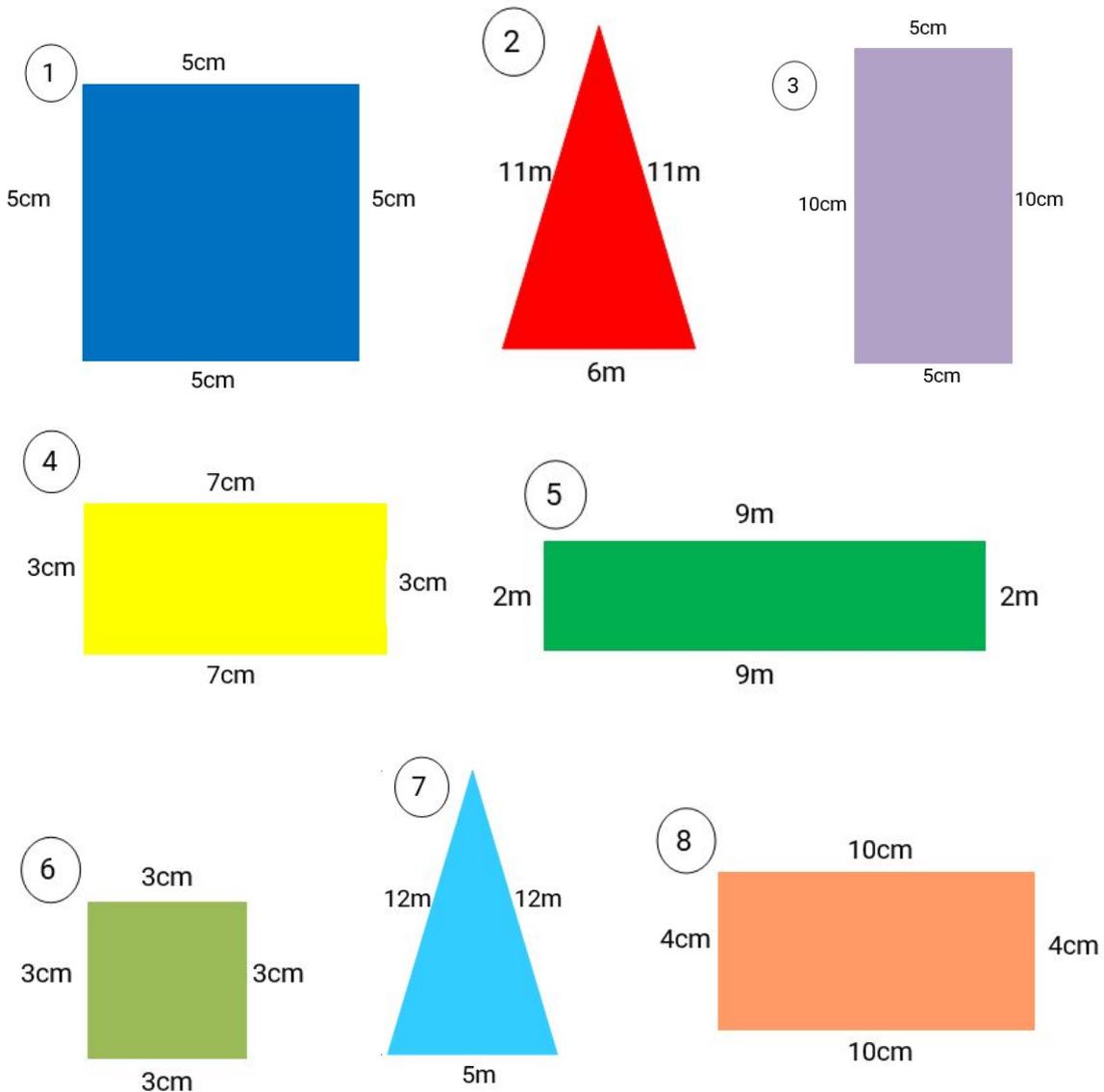


### Day 10 Maths: Measuring Perimeter of 2D shapes.

To measure the perimeter of a shape we need to look at the lengths of all the sides and add those lengths together. There are two examples of how to work this out below.



**Now it is your turn to try. Calculate the perimeters of the shapes below.**



## **Day 10 English: Instruction Texts.**

We use instruction texts in our daily life examples include: reading a recipe or finding out the rules to play a game. There are important features such as: title and subheadings; list of equipment (or ingredients for recipes); imperative verbs and adverbs; formal tone and diagrams or illustrations.

The instructions must be in the order that we need to follow them. We call this time order 'chronological order'.

### **Your turn. This set of instructions has been mixed up. Can you sort them into the right order?**

#### **Paper Plate Fish**

#### **Method:**



Then stick the triangle onto the edge of the plate using some glue, to make a fish shape.



Finally decorate the rest of the fish with bright colours.



After this draw some wiggly scales and an eye on the fish, using a black felt tip pen.



First use a ruler and a pencil to draw a triangle on a paper plate.



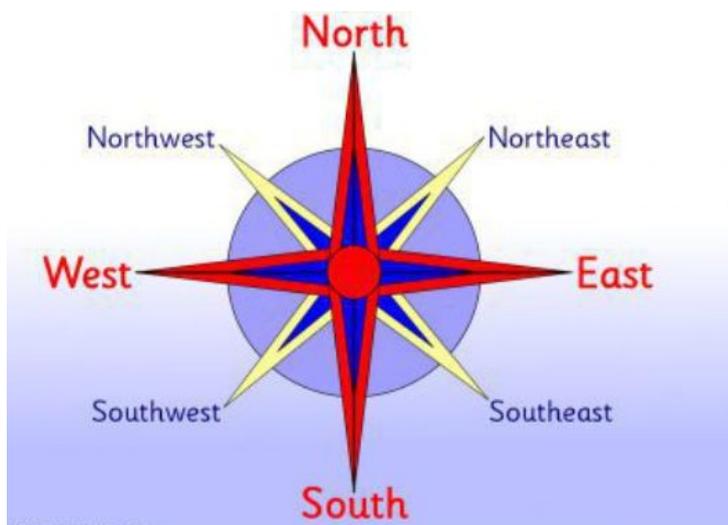
Next cut out a triangle with some scissors.

#### **You will need:**

- White paper plate or round white card
- Scissors
- Glue
- Colouring pens/pencils



## Day 10 Geography - Eight Point Compass



We can use an eight point compass to give specific directions where something is in relation to something else. We can say that London is South West of Colchester.



**Your Turn. Pick 6 things from the map below and say where they are in relation to something else.**



### Examples:

Tiptree Jam Shop and Tearoom is North West of The Company Shed.

Colchester Castle is North East of Colchester Zoo.