

TRANSFORM HOME LEARNING





Welcome to your Transform home learning booklet

What are these for?

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any Covid-related school closures or periods of self-isolation.

Why now?

All of our Trust staff are working incredibly hard to ensure schools remain open so that our children can continue their education in the best way. However, in some instances, this may not always be possible. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

Why reading, writing and maths?

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

These books will be used in school when you return so please keep hold of them. Your child's class teacher will have regular contact to support your child during any out-of-school periods.



Page	Subject
4	Acknowledgements
5	Reading Overview
6	Knowledge Organiser
7	Reading Activities
24	Wellbeing Activity
25	Writing Overview
27	Writing Activities
37	Wellbeing Activity
38	Maths Overview
39	Maths Activities
59	Wellbeing Activities
60	Physical Activities



Resource acknowledgements

Owls – DK Encyclopedia of Animals Deer – DK Encyclopedia of Animals The Animals of Farthing Wood by Colin Dann First Fox, Night of Wind – The Lost Words by Robert Macfarlane & Jackie Morris Interview with Author of Colin Dann Front cover artwork by Charlie Mackesy

Acknowledgements

The materials in this book have been created and put together by the following members of school staff, to whom we are very grateful:

Mrs Bethell	Pear Tree Junior
Mr Crosby	Edale Rise
Mrs Dell	Brocklewood Primary
Miss Griffiths	Sneinton C of E Primary
Miss Wilby	Sneinton C of E Primary
Miss Ishmael	Highbank Primary
Miss Krause	Whitegate Primary
Ms Overton	Brocklewood Primary
Miss Swift	William Booth Primary

The Transform Trust PE Lead Network

Transform team:

Kim Blount; Emma Hampton; Phil Herd; Mark Lowe; Rachel Meli; Claire Stafford; Tanya White; Rebecca Williamson

We would also like to thank Sky for their community volunteers who have delivered these booklets to your home.



READING



Your reading activities link to your writing tasks.



Non-Fiction Texts: Owls & Deer



Fiction Text: The Animals of Farthing Wood & Hodgehegs





Linked Text: Interview with Colin Dan



We will focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.

	VIPER SKILLS
Vocabulary	I can discuss my understanding of new words and explain what words mean in the context of a text.
Inference	I can make inferences with growing confidence about a characters thoughts, feelings and motives and can justify my thoughts with evidence from the text.
Predict	I can make predictions based on what has happened and details implied in the text.
Explain	I can check a text makes sense to me by discussing my understanding of it.
Retrieve	I can find and record key information from fiction and non-fiction texts.
Sequence	I can identify the main ideas drawn from more than one paragraph and can summarise these.



Knowledge Organiser

Your Learning Journey

Your 10-4-10 activities for reading and writing are based on the topic of 'Birds'. Here is your Learning Journey...



can ask an adult to help you share your learning on Twitter using #TransformSummer

Key vocabulary – Here are some words you will need to know

nocturnal	animals that come out at night
Insulated	protected from the cold
urban	living in a city
ambush	a surprise attack
voles, lemmings	small mammal
distinctive	what makes them different
emerge	to come out
habitat	where an animal lives
plumage	the feather covering a bird



		Lun aza
	E C	Tyto alba
	P.	Location: Worldwide except Antarctica
		Length: up to 35cm
Owls are the nocturnal equivalents	X	-
of hawks and eagles. and use their		This pale coloured owl has black eyes and a distinctive
aciite hearing and cencitive		heart-shaped white facial disc. It is highly adapted for
acute rearing and sensitive eveciaht to hint at night for small	Sharp talons	night hunting, and is one of the few owls that can
cycangin to name at might for annual		hunt entirely by sound in the darkness. Despite this, it
	are adapted for seizing prey.	may also emerge by day, especially in spring when
owls also hunt by day, and a tew	fe	feeding its voung.
are specialised for catching fish.	A CONTRACTOR	5
		Great Horned Owl
An owl is easily recognisable by its		
hig forward-facing eves which look		Bubo virginianus
		Location: Americas
even bigger than they really are		Length: up to 53cm
because they are surrounded by a		
disc of stiff feathers that channel		This big powerful owl is the American equivalent to
sound to the owl's ears. Most owls		the eagle owl, with similar feathery-type 'horns'. It
have large wings that allow them to		occurs in many different types of habitat, including
fly slowly and silently as they search	I II red L UIS piay	forests and grasslands where it hunts a wide variety of
the ground for prey.	orned	prey tor an owl. It otten takes large prey such as rabbits that it cannot evallow whole and nicks hirds
	ses its wings as a	
Taken from the DK Encyclopedia of Animals		off their roosting percnes.



Location: Australasia Ninax Noveaseelandiae Length: up to 35cm Boobook Owl

attracted by street lights. native Australia and New Zealand. It feeds mainly on hooting call, which is often heard from trees in its The boobook owl takes its name from its two-part insects, and in urban areas. It ambushes flying moths



Elf Owl

Length: up to 14cm Location: North America Micrathene whitneyl

and scorpions. For its size, the owl is incredibly vocal, regions, where it hunts at night for insects, spiders, The world's smallest owl, the elf owl lives in desert holes, often in the stems of giant cacti making a variety of loud calls. It nests in woodpecker



Bubo Scandiacus Snowy Owl

Length: up to 66cm Location: Arctic regions

pure white plumage marked with stripes but males are almost snowy owl is an Artic hunter that targets voles movements under the snow. The females have lemmings and other small animals by listening to their Insulated from the cold by its thick feathers, the

Tawny Owl

Strix aluco Location: Europe, Asia, N Africa

This quavering hoot of the male tawny owl is a well-Length: up to 38cm

hunt at night very efficiently. it knows every vole run and burrow, enabling it to nocturnal, the owl lives in woodland territories where known sound of the night in most of Eurasia. Strictly

Retrieval Remember that retrieval is about finding key pieces of information in the text. Use your skimming and scanning skills to help you find key	words and phrases. Always 'read around the word' to help you check you have the right answer.	<u>Vocabulary</u> What do these words from the text mean?	Plumage	Talons		Vocal		
Retrieval Remember th the text. Use	you have	<u>Voca</u> Wha						
		3 ways)			False			
	xt 'Owls'	ey? (Give			True			
Non-Fiction - Task 2	These questions are about the text 'Owls'	Retrieve How is an owl specialised for catching its prey? (Give 3 ways)		<u>True/False</u>		Male and female snowy owls are identical.	Owls only eat small mammals such as mice and voles.	Young owls scare their predators by making a sound like that of a rattlesnake.

0	
≤	
_	
1.	
Ξ.	•
1	
_	
0	
≚.	
_	
_	
01	
5	
~	



Inference

been or will be raining soon. that is not stated. E.g. if a character has an umbrella, we can infer that it has Remember that inference is about being able to use the information in the text and your own knowledge to come up with another piece of information

Inference

Retrieve

These questions are about the text 'Owls'

Elf Owl	Boobook Owl	Great Grey Owl	ow are these owls un
			How are these owls unique? Use evidence from the text to support your answer.
		hunting considered to be unusual?	How is the Great Horned Owl's behavior when

Deer

caribou) Unlike horns, which are permanent and made of keratin, antlers are made of bone and however by the often spectacular antlers borne by the males of the species (and also by female caribou, and elk. In many ways, deer resemble antelopes, with long bodies and necks, slender are shed once a year. Growing antlers are covered in skin known as 'velvet', which dies and is The largest family in the deer group, Cervidae contain deer and their allies, including moose, legs, short tails, large eyes on the side of the head and high-set ears. They are distinguished rubbed off once the antlers reach full size.





Taken from the DK Encyclopedia of Animals

Non-Fiction - Task 3 These questions are about th
Vocabulary Cervidae contains deer and their allies – including moose, caribou and elk. What does the word 'allies' mean?
Retrieval How are deer and antelopes similar in appearance? List 3 ways:
2.
з

^{colin Dann} For most of the animals of Farthing Wood a new day was beginning. The sun had set, and the hot, moistureless air was at last cooling a little. It
was dusk, and for Badger, time for activity.
Leaving his comfortable underground sleeping chamber, lined with dry leaves and grass, he ambled along the connecting tunnel to the exit and paused, snuffling the air warily. Moving his head in all directions, his powerful sense of smell soon told him no danger was present, and he emerged from the hole. Badger's set was on a sloping piece of ground in a clearing of the wood, and the earth here was now as hard as biscuit. No rain had fallen on Farthing Wood for nearly four weeks.
Badger noticed Tawny Owl perched on a low branch of a beech tree a few yards away, so he trotted over for a few words while he sharpened his claws on the trunk. 'Still no rain,' he remarked unnecessarily, as he stretched upwards and raked the bark. 'I think it's been hotter than ever today'.
Tawny Owl opened one eye and ruffled his feathers a little. 'They've filled in the pond,' he said bluntly.
Badger stopped scratching and dropped to all fours. His striped face took on a look of alarm. 'I could hear the bulldozer moving around in the distance, all day long,' he said. 'But this is serious.' Very serious.' He shook his head. 'I really don't know where we'll go to drink now.'
Tawny Owl did not reply. His head had swiveled, and he was looking intently under the trees behind him. Presently Badger's snout began snuffling again as he caught the scent of Fox, who was approaching them.
Fox's brush started to wag in greeting as he spotted his friends. He could guess from Badger's worried expression with the had heard the news.
'I've just been over there to look,' he called as he ran up. 'Not a drop of water left. You wouldn't know there had ever been a pond.'
"What can they be doing?" asked Badger.
'Levelling the earth, I suppose,' said Fox. 'They've cut some more of the trees down as well.'
Badger shook his head again. 'How long before?' he began.
'Before they reach us?' interrupted Tawny Owl. 'Could be this summer. Human destruction moves swiftly.'
'What do you think Fox?'

The Animals of Farthing Wood – Chapter 1 'Drought'

grassland, and cut down three quarters of the wood. There are human dwellings on either side of us. We've been driven back and driven back, so 'Tawny Owl's right. In another year, all of this could be concrete and brick. In five years they've dug up all the

	'Erquite,' replied Badger. 'How diplomatic.' He peered forward over the bank, his weak eyes straining in the darkness. 'Oh dear!' he exclaimed. 'Oh dear, oh dear!'.
	'Differences of opinion?' suggested Fox, with just the beginnings of a grin.
	'Tut, tut. Don't be alarmed,' Badger reassured them. 'Fox and I have merely come to examine the stream. It's the only piece of water left to us know, you know,' he smiled kindly. 'We're all in this together – big and small alike. There must be noerer' He broke off, unable to find the right words.
	A number of hedgehogs remained. Some of them stood their ground, but the majority quickly rolled themselves up, projecting their spines in a precautionary way against the two most powerful inhabitants of the wood.
animal spoke. Eventually they about in a rather purposeless,	Badger and Fox trotted along, shoulder to shoulder, each wondering what they would find at the stream. Neither animal spoke. Eventually they could see some movement ahead. A number of creatures were jostling together on the banks of the stream, milling about in a rather purposeless, disconcerted manner. There was a family of fieldmice, and about half a dozen rabbits, all of whom scuttled away when they saw Fox approaching.
where the ground was baked omfort: that familiar, noiseless	The last faint rays of daylight were gone as Badger and Fox descended the slope into the depths of the wood. Everywhere the ground was baked hard, and even the quivering leaves on the trees sounded brittle and dusty. Only the darkness around them was any comfort: that familiar, noiseless darkness that enfolded the timid animals of Farthing Wood in a cloak of security.
	Without another word he jumped off the branch, flapped into flight and disappeared.
there. Perhaps someone will	Tawny Owl rustled his wings impatiently. "Why don't you go and look?' he suggested. 'There are sure to be others there. Perhaps someone will have an idea.'
w days'.	'It must just be a muddy trickle now', retorted Badger. 'With all the animals in the wood using it, it'll be dry within a few days'.
	'We still have the stream at the foot of the hill', said Fox.
	'And now they've taken our last proper water-hole,' groaned badger. 'What can we do?'
pproach of the harvester, and	that we're like a bunch of rabbits cowering in the last stalks of the corn in the middle of the cornfield, listening to the approach of the harvester, and knowing we've very soon got to run.'
	Colin Dann
	The Animals of Farthing Wood – Chapter 1 'Drought'

_	t
-	
-	2
4	2
<u>،</u> د	σ
	•
2	=
C	2
	5
τ	5
	-



make sense in the sentence. Dictionaries are another helpful tool. Remember that vocabulary is about understanding what words mean. We can use our knowledge of words we already know to help us. We can also 'read around the word' to see what would

What predictions can you make about this

story after reading the first chapter? Give

reasons for your thoughts.

These questions are about The Animals of Farthing Wood

🗹 <u>Vocabulary</u>

Chapter 1 is called 'drought'. Can you find out what the word drought means?

Predict

What do you think this means for the animals that are habiting in Farthing Wood?

Fiction - Task 5	Retrieval Remember that retrieval is about finding key pieces of information in the text. Use your skimming and scanning skills to help you find key
These questions are about The Animals of Farthing Wood	you have the right answer.
S Mark up the text (circle or underline) this key vocabulary.	Retrieval What 3 main animals feature in this extract?
presently – something that is happening now	1
He looked intently – very eagerly	2.
quivering trees – trembling or shaking rapidly	
enfolded – surrounded or covered timid – shy or scared	Ι
	What hadn't happened for nearly 4 weeks?
Vocabulary	
Chapter 1 is called 'drought'. Can you find out what the word	
	What were the humans doing to the place they lived?

	Fiction - Task 6		Vocabulary Remember that vocabulary is about understanding what words mean. We can use our knowledge of words we already know to help us. We
	Re-read chapter 1 of The Animals of Farthing Wood		can also 'read around the word' to see what would make sense in the sentence. Dictionaries are another helpful tool.
$\mathbf{\Sigma}$	🚺 Vocabulary		Why would the other animals behave like this when Badger and Fox arrive at the stream?
	Find the sentence:		Which phrase in the extract gives you a clue?
	'Human destruction moves swiftly'		
	Explain what this means.		
		1	'A number of creatures were jostling together
		°	on the banks of the stream, milling about in a
	Find this extract:		rather purposeless, disconcerted manner Use a dictionary to find the meanings of any unfamiliar words in this extract and write them here:
	'A number of hedgehogs remained. Some of them stood their ground, but the majority quickly rolled themselves up, projecting their spines in a precautionary way against the two most powerful inhabitants of the wood'	ju o	

14th

FIRST FOX

A big fox stands in the spring grass, Glossy in the sun, chestnut bright, Plumb centre of the open meadow, a leaf From a picture book.

Forepaws delicately nervous, Thick brush on the grass He rakes the air for the scent Of the train rushing by.

My first fox, Wiped from my eye, In a moment of train-time.

Pamela Gillilan

17th

NIGHT OF WIND

How lost is the little fox at the borders of night, Poised in the forest of fern, in the trample of wind! Caught by the blowing cold of the mountain darkness, He shivers and runs under tall trees, whimpering, Brushing the tangles of dew. Pausing and running, He searches the warm and shadowy hollow, the deep Home on the mountain's side where the nuzzling, soft Bodies of little foxes may hide and sleep.

Frances M. Frost



Poetry – Task 7 an 8	
These questions are about the poems 'First Fox'	These questions are about the poems 'Night of Wind'
<u>Vocabulary</u> What words in the poem are used to describe what the fox looks like?	Compare the two poems. What is the same/different?
Inference How does the fox feel in this poem? Why do you think he feels this way?	
	Which did you prefer and why?
The child has mixed feelings at the end of the poem. Can you explain why the child feels both happiness and sadness?	

Ø

Interview with Author Colin Dann

(Author of The Animals of Farthing Wood)

Where did the inspiration for Farthing Wood come from?

Down, Farthing Pond and so on. always lived. I was pleased with the name I invented, only to find with surprise in later years that they are indeed places called Farthing Farthing Wood is not based on an actual place but rather a typical area of woodland and countryside in the South East of England where I've

Talk about the writing process – how did the book change between first idea and final draft?

their long journey. I wrote the whole story in pencil, something I've always done before (in those days) turning to my typewriter. I find it the easiest way to make alterations and corrections as I proceed. By the time I had a finished manuscript, I'd spent the best part of a year composing the story. enthusiasm for the subject. Then I chose the characters I wanted to write about and fleshed out the adventures they'd be likely to meet on This was my first attempt to write an animal story. I did plenty of research on British wildlife in order to supplement my own amateur

Was The Animals of Farthing Wood inspired by any of your own experiences?

has become ever more urgent part, where so many species have suffered a decline in numbers due to habitat loss. As time has gone on, the need for wildlife preservation No, not by my own experiences, but by my concern for the plight of wildlife in this country, particularly the South East, the most deprived

Do you think that animals can be people?

of a toad to return to his place of birth to breed, and so on. No. But they have their own characteristics which are well known – the resourcefulness of a fox, the timidity of a rabbit, the determination

Non-Fiction – Mixed Practice – Task 9

Read the interview with author Colin Dann (Author of The Animals of Farthing Wood)



Verlieval

Answer these questions about what you have read

	True	False	
Farthing Wood is a real place			
The butcher bird is an extinct species			
It took Colin Dann nearly a year to write the novel			
The animals in the book were inspired by people he knew			

What inspired the author to write the book?

What are the named qualities given to each animal and what do they mean?

	Meaning			
100 mm	Quality			
		Fox	Rabbit	Toad

What clues are in the interview that suggest this text was from a long time ago?

Why is it important to preserve wildlife? What threats do they have?

The HodgeHeg **Dick King Smith**

Chapter 1

'Your Aunty Betty has copped it', said Pa Hedgehog to Ma.

'Oh no!' cried Ma. 'Where?'

'Just down the road. Opposite the newsagent's. Bad place to cross that'

and all on my side of the family too. First there was grandfather, then my second cousin once removed, and now poor old Aunty Betty... 'Everywhere's a bad place to cross nowadays,' said Ma. 'The traffic's dreadful. Do you realise, Pa, that's the third this year,

regarded as great delicacies by the hedgehogs, and they could never resist the occasional night sport in the park. But to offered. As well as worms and slugs and snails, which they could find in their own gardens, there were special attractions street. On the other side of the road was a park, very popular with local hedgehogs on account of the good hunting it reach it they had to cross the busy road the Lily Pond, and in the Ornamental Gardens grass snakes slithered through the shrubbery. All these creatures were in the park. Mice lived under the bandstand, feasting on the crumbs dropped from listener's sandwiches; frogs dwelt in They were sitting in a flowerbed at their home, the garden of number 5A of a row of semi-detached houses in a suburban

'Poor old Aunty Bettie,' said Ma again. 'It's a hard life and that's flat'.

'It's a hard death', said Pa sourly. 'And that's flat too – talk about squashed, the poor old girl was...'

Fiction – Mixed Practice – Task 10

Read Chapter 1 of the Hodgeheg

N Retrieval

Hedgehogs like going to the park because of the 'special attractions'. What are the special attractions?

Why was it dangerous to visit the park?

Vocabulary

There is some specific vocabulary about hedgehogs. What do these words mean?

Meaning			
Word	Sow	Boar	Spines

Inference

What impression do you get of Ma's character? Explain your answer using evidence from the text.

WELLBEING CHECK-IN

Activity 1 - Gratitude scavenger hunt

You could take photographs of each of these things and share them with a friend or family member.







WRITING





Your writing tasks link to your reading activities.



Text: Animals of Farthing Wood



Text: Owls



Task 1 2 3 Practise Skills

-	_	
		_
1. Sec. 1		
	_	
-		

Task 4 Plan



Task 5 Write



Task 6 7 8 Practise Skills

	ĥ	
Т	łΞ	
= '		i 6

Task 9 Plan



Task 10 Write



Writing Skills

I can write for a range or purposes and audiences.
I can describe settings, character and plot in narrative.
I can use speech punctuation correctly most of the time.
I can use a range of conjunctions, adverbs, prepositions and pronouns.
I can use past and present tense correctly.
I can use commas after fronted adverbials.
I can use possessive apostrophes correctly.
I can use of range of punctuation mostly correctly.
I can spell words from previous year groups including words from the Year 3 & 4 spelling list.
I can use joined handwriting throughout a piece of writing.

Statutory Words

How well do you know these words? For each word, check that you:





can read it

know what it means







Writing Task 1 – Expanded Noun Phrases



An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

The <u>last faint rays of daylight</u> ...that <u>familiar</u>, noiseless <u>darkness</u>

You can also add a prepositional phrases to add further information about the noun. e.g. using the words in, on, under, over, beneath, next to etc.

PRACTISE

Read the extract below. Look carefully at the highlighted nouns. Underline the description that would create the expanded noun phrase.

For most of the animals of Farthing Wood a new day was beginning. The sun had set, and the hot, moistureless air was at last cooling a little. It was dusk, and for Badger, time for activity.

Leaving his comfortable underground sleeping chamber, lined with dry leaves and grass, he ambled along the connecting tunnel to the exit and paused, snuffling the air warily. Moving his head in all directions, his powerful sense of smell soon told him no danger was present, and he emerged from the hole. Badger's set was on a sloping piece of ground in a clearing of the wood, and the earth here was now as hard as biscuit. No rain had fallen on Farthing Wood for nearly four weeks.

Badger noticed Tawny Owl perched on a low branch of a beech tree a few yards away, so he trotted over for a few words while he sharpened his claws on the trunk. 'Still no rain,' he



Can you add adjectives to the nouns below to create an expanded noun phrase?

 sun
tree

leaves

Writing Task 2 – Fronted Adverbials



An **adverbial** is a word or phrase that adds more information to a verb. They are used to explain **how**, **where** or **when** something happened.

"I discovered fronted adverbials, earlier today." 'Earlier today' is the adverbial.

"Earlier today, I discovered fronted adverbials."

A **fronted adverbial** is when the adverbial word or phrase is moved to the front of the sentence, before the verb. So here, 'earlier today' is a fronted adverbial. When the adverbial is put at the front of the sentence, it is separated using a comma.

How	Where	When
fast	in the clearing	suddenly
worriedly	between the trees	later
weakly	around the fire	without warning
quickly	behind the bush	since
grimly	near to the humans	now
anxiously	towards the campfire	after
fearfully	in the light of the moon	before
quietly		soon
carefully		once



Re-write the sentences below and improve them by adding fronted adverbials for when, how and where

Fox woke up. He yawned and stretched out over his bed of dried leaves. He was thirsty. Fox clambered out into the twilight. The air was hot and dry. He stepped onto the dry, cracked earth. He needed water. Fox headed towards the pond. The air felt strange – something was wrong. He stepped on the dry leaves and they crumbled into nothing. He reached the clearing. The pond was just ahead. It was gone.

Writing Task 3 – Sentence Combining



Today's task is sentence combining. During Year 3 and 4, your teachers will have given you lots of ways to join sentences together.

You could do this using conjunctions:
 Coordinating – and, but, so, or
 Subordinating – because, when, if, as, whilst, although, whenever, since, even though.



How many different ways can you join the ideas below? Is there a way of joining them together to make one longer sentence?

Fox woke up. He was thirsty. Fox went to the pond.

e.g. When Fox woke up, he went to the pond because he was thirsty.



How many different ways can you join the ideas below? Is there a way of joining them together to make one longer sentence?

Fox reached the pond. There was no water. He panicked.



TASK

Task 4 and 5 - Short Write

Purpose Audience	ENTERTAIN Write a short, descriptive recount of the fox discovering the pond had been filled in Share your writing with your new teacher and class in September.		
Effect on the Reader	Have a picture of the wood.	Feel shocked and scared for the animals	Feel that time is passing.
Success Criteria	 Nouns, verbs and adjectives to describe the wood Expanded noun phrases Subordinate clauses 	 ! and ? Short sentences for effect 	 Fronted adverbials Paragraphs



Use the grid below to plan your story

- □ focus on the order of your ideas: don't worry about adding detail.
- $\square \$ Note any descriptive words or phrases that you would like to include

PLAN

Title:	
Opening: Fox woke up and felt thirsty. He left his burrow.	
Build up: Fox walked through the wood. What did he see / hear / smell / feel?	
Dilemma: Fox reached the pond. It had been filled in with soil. There was no water.	

TE –	 		
a al sa	 		

Writing Task 6 – Grouping ideas



We group ideas into paragraphs.

Paragraphs are used when we change a time, place or topic in our writing. In non-fiction writing, we use paragraphs to group our ideas by topic.

The sentences below are all about Tawny Owls but they are not grouped. Can you group these ideas into common topics?



PRACTISE

- In towns, they eat small birds and even goldfish from garden ponds.
- Extremely sensitive eyes and ears which enable it to locate its prey in very dim light
- The tawny owl stays in the same area throughout the year.
- Length: 37-29cm, Tawny owls stay in the same place throughout the year.
- Nocturnal so is not often seen in daylight.
- In woodland, they eat small mammals, birds, frogs, worms and beetles.
- They live in lots of places: woodland, farmland, gardens, cities
- weight 350-650g,
- □ Large head, black eyes and broad wings.
- In woodland, they eat, mice and voles are mainly eaten with some birds, shrews, worms and beetles.
- Wingspan: 94-104cm
- Spends the day roosting on the branch of a tree and is often mobbed noisily by small birds
- □ They are found all over the British Isles
- Owls pair up and choose nest sites in the autumn.
- Like to live in a hole in a mature deciduous tree, such as an oak
- Common bird and there are around 50 100,000 pairs in Britain.
- They can live up to 18 years old.

Appearance

Topic 1

Topic 2

Writing Task 7 – Subordinating Conjunctions



Subordinating conjunctions

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence.

"Tawny owls have great eyesight."

"Tawny owls have great eyesight because they hunt in the twilight." By adding 'because' we are linking the subordinating clause " they hunt in the twilight" with the main clause " tawny owls have great eyesight".

Time-related	after, as soon as, as long as, before, once, still, until, when, whenever, while
Concession & comparison	although, as though, in order that, since, so that
Cause	as, because, in order that, since, so that
Condition	Even if, in case, provided that, unless
Place	Where, wherever, whereas



Can you add subordinating clauses to these sentences?

The tawny owl will kill its prey with its sharp talons and beak _____

They fly silently _____

The tawny owl is a fairly common bird ______

Tawny owls eat a range of animals _____

Can you add main clauses to the subordinating clauses?

Since the tawny owl is nocturnal,

When the tawny owl glides down to swoop on its prey, ______.

Although they are often found in woodland,



Think of two of your own sentences using what you now know about tawny owls.

Writing Task 8 – Expanded Noun Phrases 2



Retrieval from Task 1

An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

The <u>fox has a long, bushy tail</u>

You will notice the badger's distinctive, white stripe.

You can also add a prepositional phrases to add further information about the noun. e.g. using the words in, on, under, over, beneath, next to etc.



Noun	Definition	Adjectives
facial disk	A round structure to its face that helps funnel sound to the bird's ears.	distinct, vivid, unusual,
owlet	Baby owl that is not yet independent	vibrant, strange
plumage	Bird's feathers and patterns	fierce, strong,
pellet	A ball of material that the owl has eaten but cannot process so they throw it up	sharp brutal, ferocious,
raptor	A general name for a bird of prey, such as an owl	pointed, precise, brutal
talon	A bird's toenails	violent
parliament of owls	Collective name for a group of owls	cute, fluffy, dependent,
camouflage	Colour and pattern of their feathers that helps them to blend in	reliant, helpless, harmless, fragile
ear tufts	Long feathers at the side of their head that look like horns	

Look at the nouns about owls below. Can you use the list of adjectives, and your own ideas to make expanded noun phrases?



Task 9 and 10 - Short Write



Purpose Audience	INFORM Create a report to share your learning about Tawny Owls. Share your writing with your new teacher and class in September.		
Effect on the Reader	Be able to read clearly	Be interested and engaged	
Success Criteria	 Title Introduction and Conclusion Paragraphs for each topic 	 Clear facts Expanded noun phrases Subordinating conjunctions 	



Use the grid below to plan your text

- $\hfill\square$ write the sentences on the solid lines
- □ write your notes on the dotted lines.
- PLAN
- [] focus on the order of your ideas: don't worry about adding detail.

Title:	
Introduction:	
Paragraph 1:	
Paragraph 2:	
Paragraph 3:	
	••••••

TE	 	 	
	 <u> </u>	 	
	 	 	- Carta A
WELLBEING CHECK-IN

Activity 2 – Finding New Opportunities - Dreambows

Planning for the future is a great way of seeing what you love doing.

What would you like to do in the next 5 or 6 weeks?

What would you like to achieve in your next class?

Maybe you'd like to think about what your dream job is.

Fill your dreambow with all your hopes and aspirations.





MATHEMATICS

We will focus on developing the skills in the box below. We will focus on developing these skills in your maths tasks.



Maths Skills

I can find 1000 more or less than a given number

I can count backwards through zero to include negative numbers

I can recognise the place value of each digit in a four-digit number (thousands,

hundreds, tens, and ones)

I can round any number to the nearest 10, 100 or 1000

I can add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate

I can estimate and use inverse operations to check answers to a calculation

I can recall multiplication and division facts for multiplication tables up to 12×12

I can multiply two-digit and three-digit numbers by a one-digit number using formal

written layout

I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the

value of the digits in the answer as ones, tenths and hundredths

I can round decimals with one decimal place to the nearest whole number

		Table	1	
Maths	—	lask	L	



1	Place Value What is the value of the red number? 47 <mark>8</mark> 2
2	Put a number in the box to make this statement correct
3	Addition 283 + 20 =
4	Addition 4781 + 1257
5	Subtraction 8493 - 2358
6	Subtraction What is 2000 less than 7652

7	Multiplication 8 x 4
8	Multiplication 9 x 6
9	Division 36 ÷ 4
10	Division 24 ÷ 3
11	Number ³ 10 of 110
12	Number Round 2731 to the nearest 10

JL



Maths Skills! Fluency in place value, the four number operations and number sense.

1	Place Value Which number is bigger? 1965 or 1939
2	Put a number in the box to make this statement correct 3 2 7 8 > 2 7 6
3	Addition 173 + 220 =
4	Addition 5721 + 2552
5	Subtraction 7139 - 4318
6	Subtraction What is 5000 less than 8461

7	Multiplication 9 x 4
8	Multiplication 12 x 6
9	Division 110 ÷ 10
10	Division 36 ÷ 3
11	Number $\frac{2}{5}$ of 30
12	Number Round 2731 to the nearest 100



1	Place Value What is the smallest and largest three digit numbers you can make with these? 5 8 7
2	Fill in the missing gaps 3, 2, 1,1, -2,
3	Addition 5713 + 4000 =
4	Addition 2781 + 4632
5	Subtraction 3159 - 2378
6	Subtraction What is 300 less than 7621

7	Multiplication 3 x 3
8	Multiplication 7 x 6
9	Division 55 ÷ 5
10	Division 72 ÷ 9
11	Number $\frac{3}{8}$ of 24
12	Number Round 2731 to the nearest 1000



. .

1	Place Value What is the value of this number?
2	3000 500 20 4 What number do these arrow cards make when put together?
3	Addition 526 + 302 =
4	Addition 4829 + 3092
5	Subtraction 5802 - 2318
6	Subtraction What is 3000 less than 6108

7	Multiplication 7 x 4
8	Multiplication 9 x 6
9	Division 64 ÷ 8
10	Division 35 ÷ 5
11	Number $\frac{5}{6}$ of 30
12	Number Round 5782 to the nearest 100



	Place Draw 4825 on a place value chart			
1	Thousands H	lundreds	Tens	Ones
2	What is the value of the rea	1 number? 76 <mark>2</mark> 9		
3	Addition Write a	n approxima	te answer to	this 4189 + 807 =
	Addition 1748+	6293		
4				
2	Subtraction 893	1 - 748		
5				
	Subtraction Wh	at is 3000 la	es than 073	5
6			55 UIdii 723	J

7	Multiplication 13 x 10
8	Multiplication 42 x 100
9	Division 870÷10
10	Division 4890 ÷ 100
11	Number Which number is bigger? 6.2 or 6.08
12	Number Round 18.8 to the nearest whole number

Maths – T	ask 6
-----------	-------

JL

I

1	Place Value Write any number where the tens digit is double the hundreds digit?
2	What is 5 less than 3?
3	Addition Write an approximate answer to this 4161 + 4909 =
4	Addition 3721 + 3859
5	Subtraction 3092 - 2356
6	Subtraction Write an approximate answer to this 6810 - 3209 =

ŧЯ

7	Multiplication 26 x 100
8	Multiplication 314 x 10
9	Division 730÷10
10	Division 2400 ÷ 100
11	Number Which number is bigger? 5.02 or 5.2
12	Number Round 19.7 to the nearest whole number

Ma	Maths Skills! Fluency in place value, the four number operations and number sense.
1	Place Value Write a 4 digit number where the thousands number is double the ten number
2	Put these numbers in order starting with the smallest 2781, 2099, 2871, 290, 2178, 2812
3	Addition 682 + 207 =
4	Addition 5907 + 2563
5	Subtraction 3719 - 1834
6	Subtraction What is 5000 less than 8793

7	Multiplication 12 x 4
8	Multiplication 9 x 8
9	Division 72 ÷ 8
10	Division 42 ÷ 6
11	Number $\frac{5}{8}$ of 40
12	Number Round 3712 to the nearest 1000

М	Maths Skills! Fluency in place value, the four number operations and number sense.	
1	Place Value Write a numb 5674 < < 5685	er to make this correct
2	What is 8 less than 2?	
3	Addition Write an approxim	ate answer to this 2071 + 5801 =
4	Addition 7081 + 2382	
5	Subtraction 4109 - 2354	
6	Subtraction Write an approxim	ate answer to this 7921 - 2709 =

Г

7	Multiplication 52 x 100
8	Multiplication 4 x 7
9	Division 920 ÷ 10
10	Division 3600 ÷ 100
11	Number Which number is bigger? 11.87 or 11.48193919849
12	Number Round 12.2 to the nearest whole number



1	Place Value What is the smallest and largest three digit numbers you can make with these? 6 2 7
2	Fill in the missing gaps 3, 1,,, -5
3	Addition 3781 + 6000 =
4	Addition 7612 + 2782
5	Subtraction 5157 - 1328
6	Subtraction What is 500 less than 9651

7	Multiplication 7 x 6
8	Multiplication 9 x 9
9	Division 32 ÷ 8
10	Division 7200 ÷ 10
11	Number $\frac{3}{10}$ of 40
12	Number Round 2731 to the nearest 100

Μ	Maths Skills! Fluency in place value, the four number operations and number sense.	
1	Place Value Which number is bigger? 2891 or 2901	
2	Put the same number in both boxes to make this statement correct 3 6 7 > 3 7 8	
3	Addition 472 + 310 =	
4	Addition 6732 + 1459	
5	Subtraction 8136 - 4318	
6	Subtraction What is 4000 less than 9861	

Maths – Day 10

7	Multiplication 12 x 11
8	Multiplication 5 x 8
9	Division 480 ÷ 10
10	Division 24 ÷ 3
11	Number $\frac{2}{7}$ of 42
12	Number Round 8731 to the nearest 1000

WELLBEING CHECK-IN

Activity 3 World of hugs

Phone or video call your friend or a family member. Create a list of 5 or even 10 things you like about them. Take turns saying one thing you like best about each other.





Activity 4

Which songs are your 'go to happy music'? Write down or make a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!

PHYSICAL ACTIVITIES



Activity 1 – Get Your Groove On!

Make up your own dance and show it to someone in your family or share it with your friends safely over social media (with an adult's permission of course!)





Activity 2

Go for a walk with an adult and see how many of these items you can find along the way....

Brightly coloured flower Someone riding a bicycle A flock of birds A zebra crossing A dog The number 102 on something A post-box A bus stop A 'stop' sign Someone smiling A newspaper





PHYSICAL ACTIVITIES

Activity 3 – The Floor is Lava! With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor. Remember the floor is lava and you don't want to burn those toes!

Activity 4 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

How far can you walk? Can you race someone? Can you time yourself over a distance and cl or someone else to beat your time?

Activity 5 – Organise your own sports day

Set up your own sports day and run activities such as an egg and spoon race (you can get creative and use any round object and any spoons in your house), a sack race (maybe try a pillow case?), a running race, a long jump, a throwing challenge using a teddy or a pair of rolled up socks. The possibilities are endless – how creative can you be?





