



TUESDAY 21ST APRIL

GOOD MORNING EVERYONE!

I HAVE DECIDED TO ADD AN ADDITIONAL FOCUS OF A SEA CREATURE PER WEEK TO LEARN ABOUT. ANIMALS ARE SO INCREDIBLE AND I KNOW THAT MOST OF YOU LOVE LEARNING NEW FACTS. OUR FOCUS THIS WEEK: OCTOPUSES.

YOU MAY WANT TO JUST READ THE INFORMATION.

YOU MAY WANT TO FIND OUT MORE FACTS.

YOU MAY WANT TO TRY SKETCHING THE FOCUS CREATURE

YOU MAY EVEN WANT TO COMPILE A FACT FILE OF YOUR OWN.

I REALLY DON'T MIND HOW YOU ENGAGE WITH THIS. HAPPY OCTOPUS LEARNING EVERYONE!



The plural of octopus is either octopuses or octopi

Famous for their eight arms.



SEA-CREATURE OF THE WEEK

They perform their famous backward swim by blasting water through a muscular tube on their body called a **siphon**.



Habitat: Ocean
Classification: Invertebrate (no backbone)

Diet: Carnivore (eats meat)

Body length: Generally 30-90cm

Mass: 3-10kg (a bag of sugar is 1kg)

Octopuses themselves provide tasty meals for other sea creatures, such as seals, whales and large fish, who like to gobble them up. But these eight-armed animals have a few cheeky tricks to help defend themselves! If threatened, octopuses **shoot an inky fluid from their body** that darkens the water around them, confusing the aggressor.

They hide and blend in with their surroundings, too, by changing colour to grey, brown, pink, blue or green. As well as for camouflage, they also use colour change to communicate with other octopuses.

Like their cousins – squid – they are often known as ‘monsters of the deep’ as they lurk in the depths of the ocean.

Octopus tend to live alone in dens that they have made out of rocks.

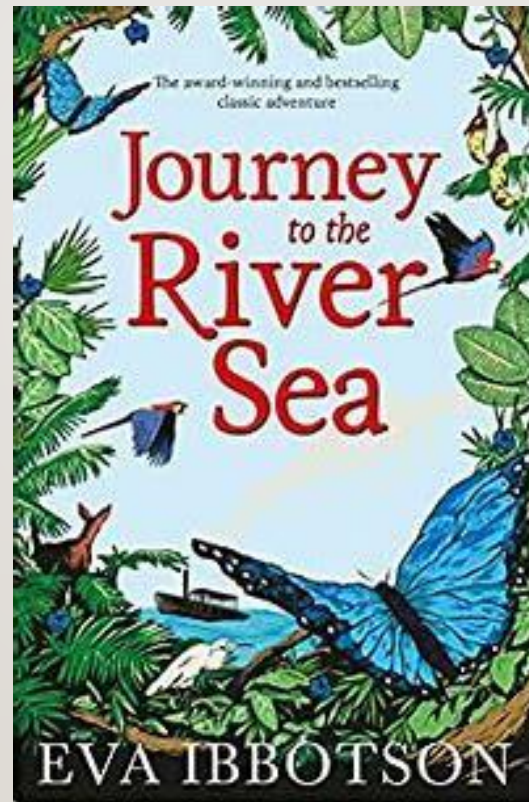


9AM – 9.30: PE

- Log onto Joe Wicks (YouTube) at 9am for your live workout to start the day.
- Remember to have a glass of water after you finish.



BOOK TALK



SESSION 2: JOURNEY TO THE RIVER SEA

Read the whole text. *I have experimented with photographing some of the pages to read, as it takes an age to type them out. Will see how it works tomorrow before deciding whether or not to go forward with this.*

Focus 1: Vocabulary. Make sure, when learning new vocabulary, that you try to use the word correctly in your own sentence. You will be more likely to remember and use that word again.

solemn – this means serious. *Think about when you might be solemn and put it into a sentence. Then try acting that sentence out.*

civilized – advanced in social/cultural parts of life. We would be classed as civilized.

consul – a British official handling British affairs in another country (in this case)

governess – a woman who is hired to educate a child/children.





Maia looked around at the assembled faces. They looked cheerful but that could mean anything, and she bent down to pat Miss Banks' **spaniel**, finding comfort in the feel of his round, warm head.

"Well, Maia, we have good news," said Miss Banks, a frightening woman to many, now in her sixties. She smiled at the girl standing in front of her. A clever child and a brave one, who had fought hard to overcome the devastating blow of her parents' death in a train crash in Egypt two years earlier. The staff knew how Maia had wept night after night under her pillow, trying not to wake her friends. If good fortune was to come her way, there was no one who deserved it more.

"We have found your relatives," Miss Banks went on.

"And will they..." Maia began but could not finish.

Mr Murray now took over. "They are willing to give you a home."

Maia took a deep breath. A *home*. She had spent her holidays for the past two years in school. Everyone was kind and friendly, but a *home*...

"Not only that," said Miss Emily, "but it turns out that the Carters have twin daughters about your age." She smiled broadly and nodded as though she herself had arranged the birth of twins for Maia's benefit.

Mr Murray patted a large folder on his knee. "As you know we have been searching a long time for anyone related to your father. We knew there was a second cousin, a Mr Clifford Carter, but all efforts to trace him failed until about two months ago, when we heard the he had **emigrated** six years earlier. He had left England with this family."

The ellipses (...) demonstrates how nervous she is and how desperate for a home and family.

To leave one country to settle in another.

had emigrated
his family.

'So where is he now?' Maia asked.

There was a moment of silence. It was as though the good news had now run out, and Mr Murray looked solemn and cleared his throat.

'He is living – the Carters are living – on the Amazon,'

'In South America. In Brazil,' put in Miss Banks.

Maia lifted her head. 'On the *Amazon*?' she said. 'In the jungle, do you mean?'

'Not exactly. Mr Carter is a rubber planter. He has a house on the river not far from the city of Manaus. It is a perfectly civilized place. I have, of course, arranged for the consul out there to visit it. He knows the family and they are very respectable.' There was a pause. 'I thought you would wish me to make a regular payment to the Carters for your keep and your schooling. As you know, your father left you well-provided for.'

'Yes, of course; I would like that; I would like to pay my share.' But Maia was not thinking of her money. She was thinking of the Amazon. Of rivers full of leeches, of dark forests with hostile Indians with blowpipes, and nameless insects which burrowed into flesh.

How could she live there? And to give herself courage, she said, 'What are they called?'

'Who?' The old man was still wondering about the arrangements he had made with Mr Carter. Had he offered too much for Maia's keep?

'The twins? What are the names of the twins?'

'Beatrice and Gwendolyn,' said Emily. 'They have written you a note.'

And she handed Maia a single sheet of paper.

Dear Maia, the girls had written, *We hope you will come and live with us. We think it would be nice.* Maia saw them as she read: fair and curly-haired and pretty; everything she longed to be and wasn't. If they could live in the jungle, so could she!

'When do I go?' she asked.

'At the end of next month. It has all worked out very well because the Carters have engaged a new governess and she will travel out with you.'

A governess . . . in the jungle . . . how strange it all sounded. But the letter from the girls had given her heart. They were looking forward to having her. They *wanted* her; surely it would be all right?

SESSION 2: JOURNEY TO THE RIVER SEA

Bonus word:
supported (provided in
the stem)

READ THE TEXT THROUGH AGAIN!

Key Question 2: Focus: Feelings



2) Maia feels both _____ and _____ about going to live in the Amazon. I know she feels _____ because... . She also feels _____ and this is supported by...



SESSION 2: JOURNEY TO THE RIVER SEA

READ THE TEXT THROUGH ONCE AGAIN!

Key Question 3: Noticing

Draw a picture of the main character, using the description from yesterday and today to help you. Around the picture, write down as many things as you can that you

- 1) Know about Maia from the text.
- 2) Think you know about Maia from the text.

Share your picture/information with a grown up when they have time to look at it with you. Show them how you have used the text to support your ideas.



ANSWER EXAMPLES ON THE NEXT SLIDE...



SESSION 2: JOURNEY TO THE RIVER SEA

READ THE TEXT THROUGH AGAIN!

Key Question 2: Focus: Feelings

Bonus word:
supported (provided in
the stem)



2) Maia feels both happy to have a *home* and scared about going to live in the Amazon. I know she feels happy because she will no longer have to spend her holidays in school. She also feels scared about being in the Amazon and this is supported by 'her thoughts of rivers full of leeches, dark forests and hostile Indians.' These are all negative ideas which show her fear of her new home.

10.00 – 10.30: BREAK TIME

- Well done for all of your hard work so far this morning.
- Wash your hands, eat your HEALTHY snack.

60 Second Challenge Super Slalom Run

Can you try
and run as fast
as possible?

The Physical Challenge

How many slalom runs can you complete in 60 seconds?

Layout 3 objects 3 steps apart, you must run in and out of the objects and back to the start to complete 1 slalom run.



#StayHomeStayActive

Equipment

A safe space and 3 objects.

This activity is best played outside, where you have lots of space.

Achieve Gold
20 Slalom Runs



Achieve Silver
18 Slalom Runs

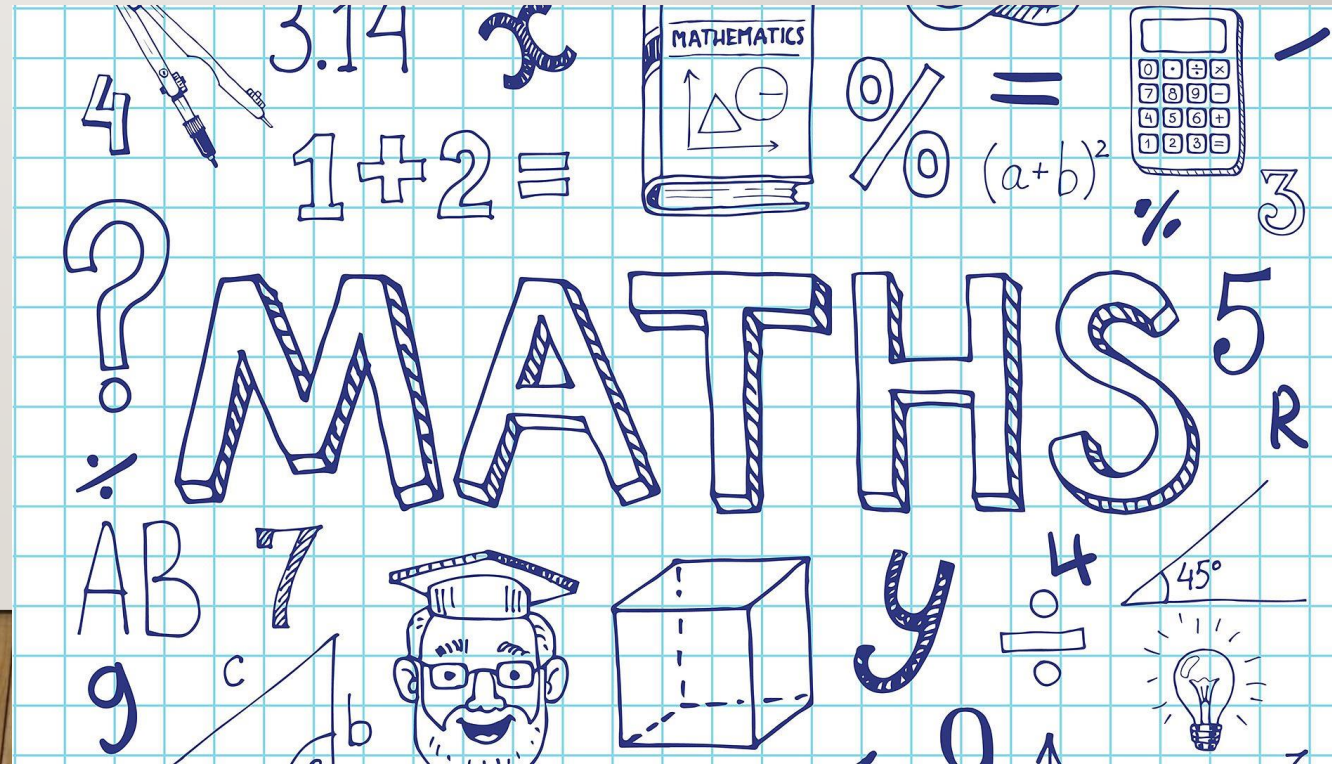


Achieve Bronze
12 Slalom Runs



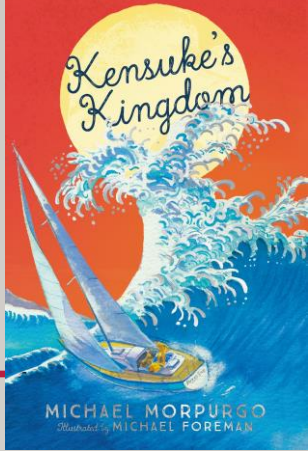
10.30 – 11.15. MATHS

- SEE THE SEPARATE PPT FOR MATHS.
- REMEMBER TO CLICK ON THE CORRECT YEAR GROUP.



ENGLISH: 11.15 – 12.00

Set up your book like we do in class for sentence stacking lessons. Make a note of your word choices in the top sections. See image below.



Michael and his family are getting ready to go around the world on their boat. Think back to all the feelings words you collected yesterday before starting our first chunk.

Excited	Nervous
Jumping up and down in anticipation Eager Thrilled Saying – Full of beans Exuberant Exhilarated Frogs jumping around in tummy	Sweaty palms/heart thumping anxious edgy tense worried apprehensive Worms squirming and wriggling around in tummy

INITIATE: CHUNK I

Real words	Water Animals (linked to excitement/nerve s)	Actions linked to water animal
Special Vivid Happening Important Exciting Here Now Today	Fish Eel Crab	Splashing/swimming/floating/floating/gliding Slithering/slinking/sliding/snaking Pinching, pulling, piercing, scuttling



Can you think of your own water animals/action words that might work for a nervous/excited feeling in your tummy?



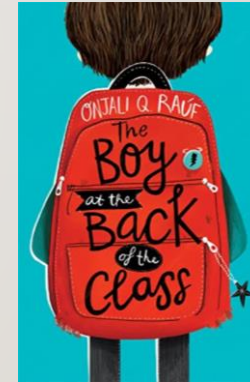
MODEL 1: FEELINGS/SIMILE

Remember that we are writing in the 1st person, so we are using 'I.'

The much **anticipated** day had **eventually** arrived: it was here, **actually** here! I felt like a thousand **fish** were **swimming** around in my tummy, **splashing and diving** over each other.

2 sentences:

- 1st sentence – use your excited/nervous/real words.
- 2nd sentence – Use your own water creature/action to describe the nervous/excited feeling in your tummy.

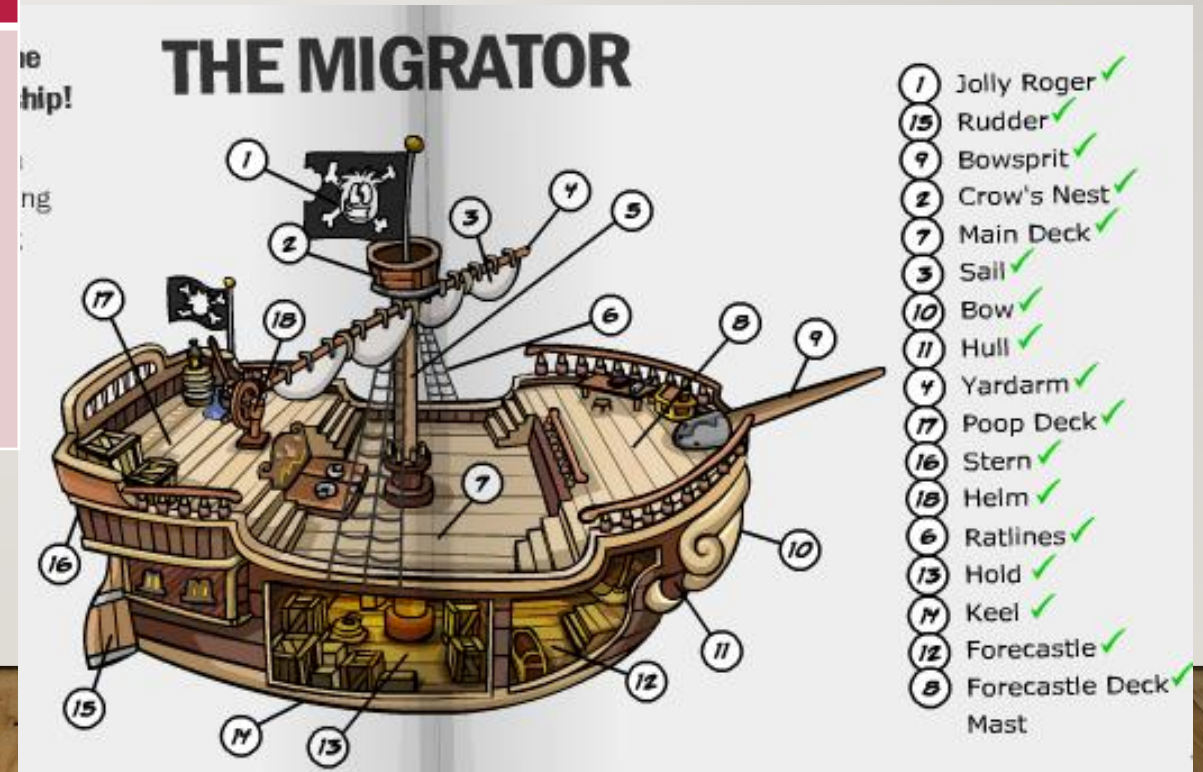


We are crafting a sentence in the style of Olnjali Q. Rauf

“After I had posted the letter, I felt as if a thousand worms and butterflies and frogs had all jumped into my tummy, and were wriggling and squirming and hopping around together.”

INITIATE: CHUNK 2

Items on the ship (think about the items gathered from yesterday's experience day)	Prepositional word bank	Technical boat words (see picture)
Blankets Books Pencils Notebooks Binoculars Telescope	Next to Above Below Behind Over On top of In front of	Ropes Helm Sail Tiller Anchor Mast Deck



MODEL 2:



- Looking around the ship's deck, I saw bundles of damp blankets; under the sail were boxes of rations; and, at the back of the boat was our colourful flag, flapping in the breeze.

As my list is a long one, commas would be too confusing so I have used semi colons (;) to separate my list instead.

Write your own noticing sentence, with the things Michael could see on board.

INITIATE: CHUNK 3

What other items
from the cabin will you
gather a bank of
adjectives for?

Items in the cabin	Bank of adjectives for books	Bank of adjectives for sleeping bags	Bank of adjectives for the bunks
Sleeping bags Bunks Crocery Food Table Favourite mug Clothes Pack of cards Chess Books	Old Worn Well-read Dusty Knowledge Ancient Antique	Cosy Familiar Thick Warm Comforting Safe Welcoming Snug	Wooden Sturdy Solid Robust Basic Small

MODEL 3:

Use the model to copy this type of structure. Item followed by a colon (:) then two adjectives separated by a comma

- Down below in the cabins, were books: dusty, well-read. We could see our bunks: wooden, sturdy. On the bunks, were our favourite sleeping bags: thick, cosy.

When selecting adjectives think of your intent. Is it positive or negative intent?

Write your own noticing sentence, following this specific kind of structure.

EDIT!

- Re-read through your work carefully (aloud is best!)
- Edit for basic mistakes.
- Edit sentences. Have you selected the right words for your sentences? Do they sentences flow together?

12.00 - 1.00. LUNCHTIME

- Enjoy your healthy lunch
- Try your best to get some fresh air.

60 Second Challenge

Tap Up Tennis

Do you ask for help if you find it hard?

The Physical Challenge

How many times can you tap up a tennis ball on a racket in 60 seconds?

If the ball touches the floor, time continues but your score freezes until you start tapping again!

#StayHomeStayActive



Equipment

A tennis racket and a ball

If you do not have a racket and ball, use a frying pan and a pair of socks!

Achieve Gold	
60 Tap Ups	
Achieve Silver	
45 Tap Ups	
Achieve Bronze	
30 Tap Ups	

ROCKINGHAM SPELLERS

- -tion; -sion; -ssion; -cian suffixes
- Before learning your word today, can you watch the clip below to give you an overview of the 4 different ways to spell the 'shun' sound.
- <https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyv4qhv>

1.00 – 1.15.WORD OF THE DAY

STEP 1. RECAP: Begin by recapping one or two words that you are still not secure on. Practise these every day in this recap section until you know them inside out! My group – think how long we recapped ‘believe’ and ‘exercise’ until we cracked these...

STEP 2.WEEKLY RECALL: Recap previous day’s word

STEP 3: LEARN NEW WORD

Day	Miss Holland	Mrs Munton	Miss Neagle	Mr Icke
Monday	invention	television	century	official
Tuesday	injection	treasure	woman/women	partial
Wednesday	action	usual/usually	probably	special
Thursday	completion	division	strange	artificial
Friday	hesitation	measure	build	confidential

STEP 4:APPLY NEW WORD TO A SENTENCE

1.15 – 2.15.TOPIC (MRS MUNTON'S MONDAY...BUT TUESDAY CRAFT)

Hopefully you made a good start to your diorama yesterday. Remember, if you don't have a resource just substitute with something you do have. E.g. We didn't have any sand so we used yellow tissue paper instead.



UNDER THE SEA DIORAMA

This powerpoint shows you how to make your own Under The Sea diorama (a model representing a scene with three-dimensional figures).

The diagrams are for a coral reef model but you could use any creatures that live in a marine environment, making sure they all live in the same type of habitat (coral reef, seashore, polar, deep sea, tropical or temperate).
Read through the whole power point before you start!

Have fun, I am looking forward to seeing some photographs of your creations.

Mrs Munton



Supplies Needed

- Shoebbox or similar-sized box
- Card or construction paper
- Crayons or coloured pencils
- Blue poster or acrylic paint



- White glue
- Scissors
- Paint brush



- Pencil
- Sand



- Rocks or paper bowl/egg carton
- Seashells (optional)



1 Prepare a shoebox.

Find a suitable box, possibly a shoebox — the lid won't be needed. If using a box other than a shoebox, cut out the box's front panel. Use sellotape or glue to fix any open flaps in place.

2 Paint the box.

Paint the inside of the box blue. Use a water-based paint or poster paint.

Painting the outside of the box is optional. Use acrylic paint if your box has a glossy finish.



3 Make some sea animals.

Draw different kinds of sea animals, including corals and bottom dwellers (e.g. starfish, crabs, clams, etc.) on white construction paper. You can also find animals from old magazines or print out animal pictures. Colour and cut out the animals



4 Add background details.

A box positioned standing up emphasizes depth, giving you more space to include a variety of creatures that live in different ocean zones or depths. Glue some animals and corals onto the background. *A vertical box orientation is just a general guide. You can always change it depending on which part of a coral reef habitat you are focused on.



5 Add rocks.

Place rocks or other objects that can break the flatness of your diorama's ocean floor and provide ledges for the animals to rest on

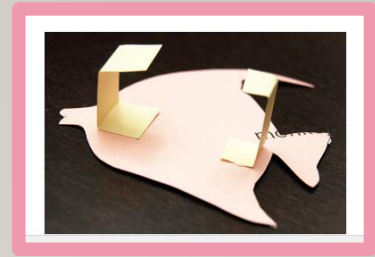


6 Create paper tabs.

Make side, bottom, or centre tabs for your sea creatures. These will allow the animals to be attached to box walls and floor. There are a number of ways to make the tabs:

a.) **L-shaped tabs** - make an L-shaped paper tab and glue this at the back of the animal. Position the tab at the bottom edge of the animal to make a bottom tab or at the sides for a side tab.

b.) **Centre tabs**, fold a short strip of paper on both ends to create a centre tab. This tab allows you to attach a paper animal to the background.



7 Position the animals.

a.) **On top of rocks** - animals without tabs can be glued on top of rocks.

b.) **On the ground** - place the creatures with bottom tabs on the diorama's floor. Glue the tabs in place.

c.) **On walls** - these swimming fishes have side tabs for gluing onto the sides walls. Fishes with centre tabs can be glued onto the back wall. Another option for creating swimming animals is to hang them from the box's ceiling with strings.

d.) **Among corals** - place a fish hiding among corals by creating a slit on the bottom edge of the fish and on the top edge of a coral, interlock the slits to position the fish in place.



8 Add sand.

Once all the animals are in place, apply glue on the entire bottom surface of the box. Spoon on some sand over the glue to create a sandy ocean bottom. Add real seashells if you have some.

Your diorama is now complete. Well done! 😊



2.15 – 2.45.TIMES TABLE ROCKSTARS

- Have a go on Garage and Arena for this week to sharpen up your 12x table.



2.45 – 3.00. INDEPENDENT READING

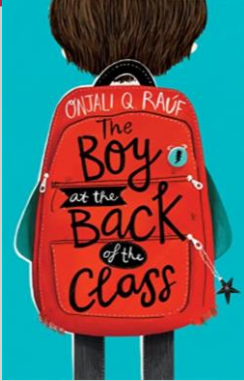
- Remember to read your independent reading book aloud to a grown up at least 3 times a week.

Miss Holland's Weekly Recommendation:

My sentence for today: Fantastic Feelings sentence with both POSITIVE and NEGATIVE intent.

SENTENCE COLLECTOR: *"After I had posted the letter, I felt as if a thousand worms and butterflies and frogs had all jumped into my tummy, and were wriggling and squirming and hopping around together."*

This sentence demonstrates the character's excitement and nerves. This should look familiar to you now.



I thought that we could also use:
Happy: pandas, puppies and koala bears could skip/dance/twirl/cuddle and were dancing/gliding/sliding/prancing (POSITIVE)
Guilty: snakes/worms and rats were slithering/sliding/slinking/pattering (NEGATIVE)

3:00 – 3:15

KENSUKE'S KINGDOM!



How does the trip sound so far?
Is it something that you would like to do?

