





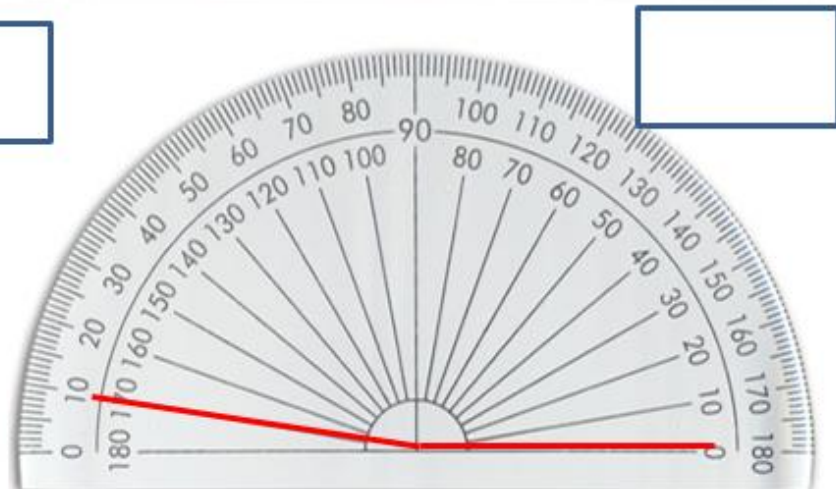
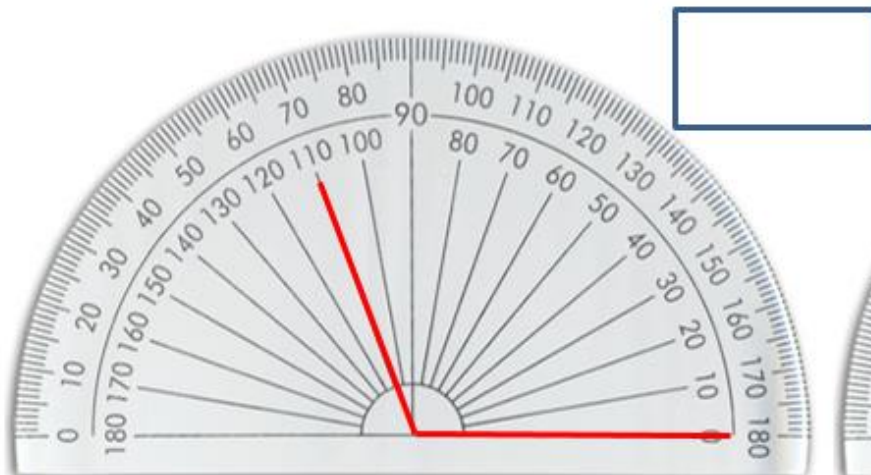
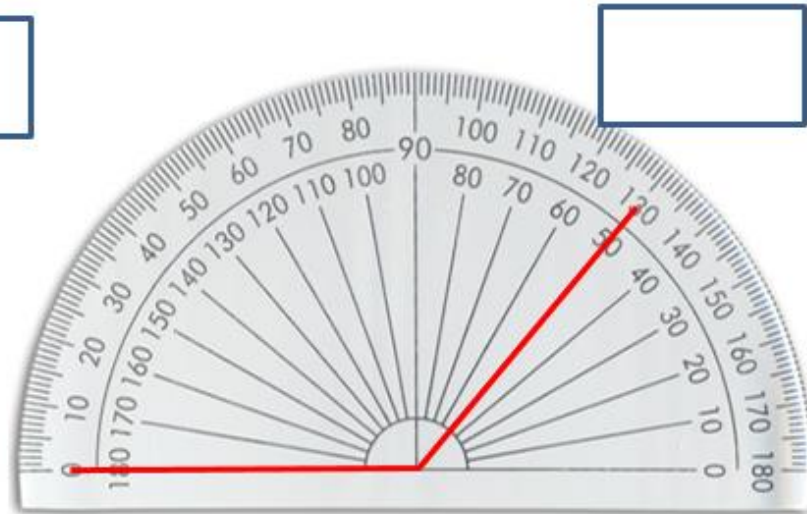
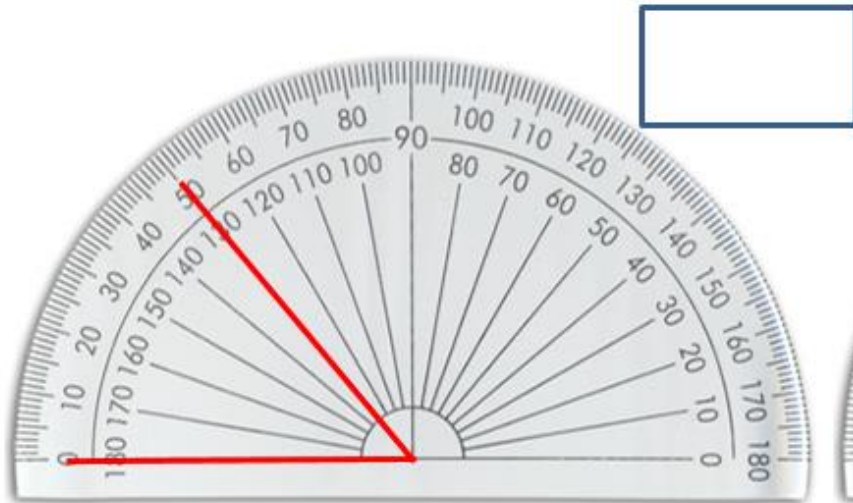
MATHS

| MATHS      |  |   |   |  |   |
|------------|--|---|---|--|---|
| Sequence 1 | <u>Reading angles on a protractor</u>  | <u>Measuring angles in a shape</u>  | <u>Measuring reflex angles</u>  | <u>Drawing angles with a protractor</u>  | <u>Drawing reflex angles with a protractor</u>  |
|            | 1. Use the sheet below to measure the angles, reading the protractor carefully. Make sure you are reading from the right set of numbers which is determined by which 0 you are using. Record the answers in the boxes. | 1. Draw a triangle. Measure the three angles inside using a protractor. Add them up. What is the total?   | 1. This is a reflex angle. You can work out many degrees it is by measuring the smaller part of the angle (using a protractor) and then subtracting it from 360. Try this method with the reflex angles on the sheet below. | Using a protractor, draw angles that measure:  | To draw a reflex angle, subtract the number of degrees from 360. The number of degrees is the angle that is left. Draw the smaller angle. The reflex angle will be what is left. Draw reflex angles that measure: |
|            | 2. Label each one an acute, obtuse or right angle.   | 2. Draw two more triangles. Make sure they are different from the first one. Measure the angles and add them up. What have you learnt about the angles in a triangle? |    | 90°<br>180°<br>45°<br>135°<br>75°<br>165°  | 200°<br>260°<br>300°<br>320°  |
|            |  |   |   | Start with a horizontal line and mark the correct number of degrees on the page before drawing the connecting line |   |
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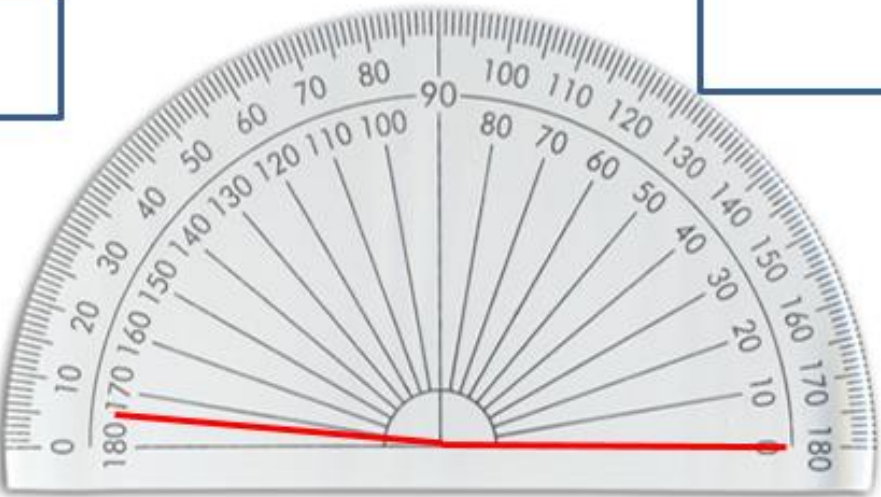
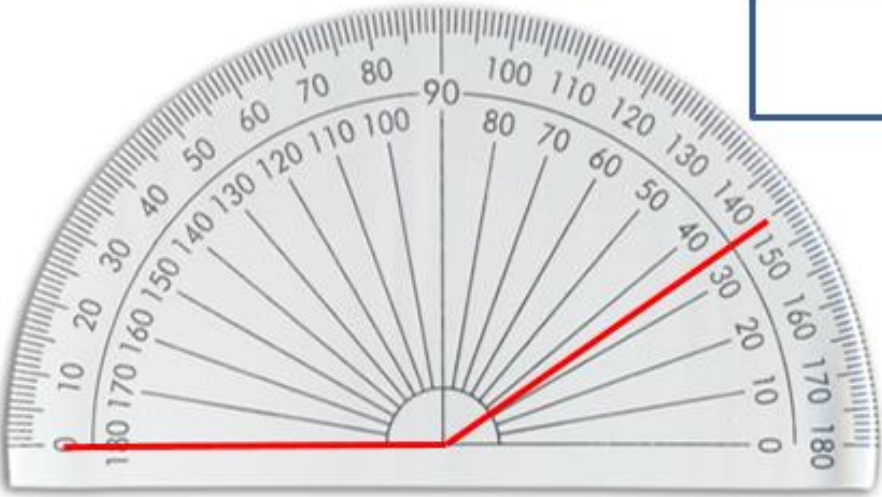
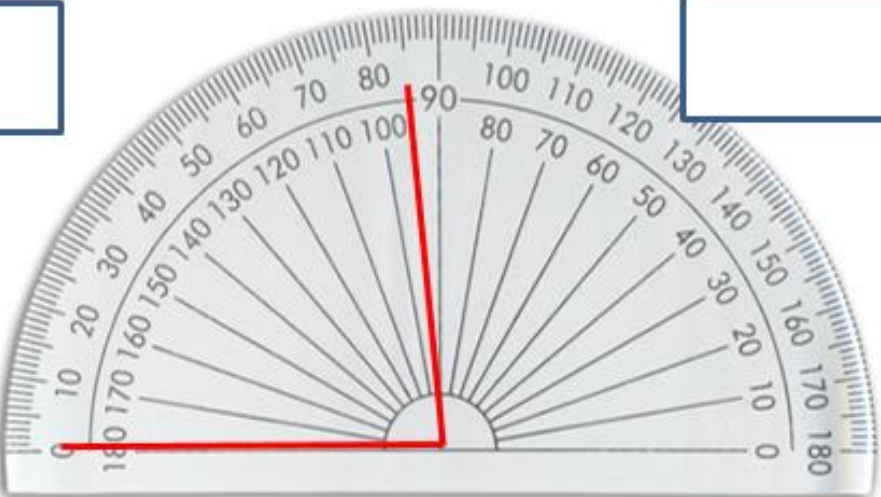
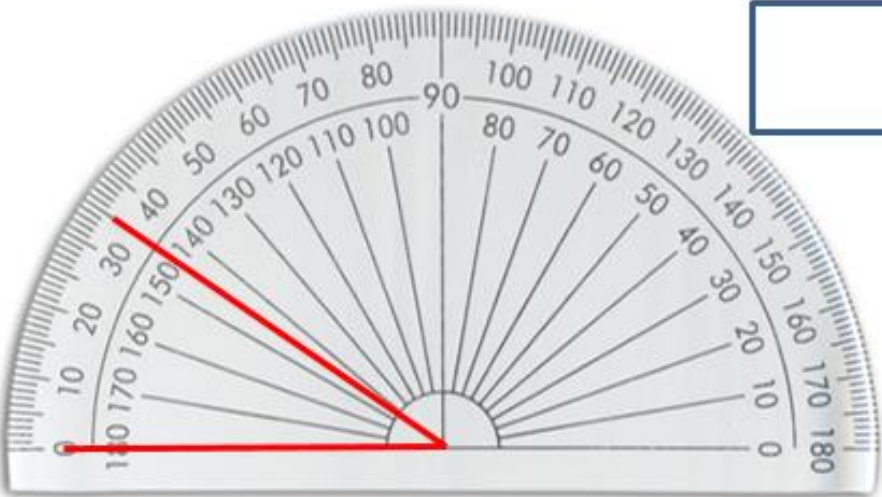
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| Sequence 2 | <p><u>Calculating angles around a point</u></p> <p>You can work out the size of all the angles using just one!</p> <p>Have a go at this method.</p> <ol style="list-style-type: none"> <li>1. The opposite angle to the labelled one is always the same.</li> <li>2. Add these two angles together.</li> <li>3. Subtract the total from 360.</li> <li>4. Divide the answer by 2.</li> </ol> <p>The answer is the size of the remaining angles.</p> <p>e.g: <math>20^{\circ} + 20^{\circ} = 40^{\circ}</math><br/> <math>360^{\circ} - 40^{\circ} = 320^{\circ}</math><br/> <math>320^{\circ} \div 2 = 160^{\circ}</math></p> <p>The two obtuse angles are <math>160^{\circ}</math></p> <p><b>Opposite angles are always equal.</b></p> <p>Have a go at the questions below.</p> | <p><u>Calculating angles in a triangle</u></p> <p>You have already discovered that the angles in a triangle add up to <math>180^{\circ}</math>. You can use this information to work out missing angles in a triangle. In isosceles triangles there are two equal angles and the third is different. You can subtract the values you know from 180 to find the missing value.</p> <p>Try the questions below.</p> | <p><u>Calculating angles in quadrilaterals</u></p> <p>You may have already discovered that the angles in a quadrilateral add up to <math>360^{\circ}</math>. You can use this information to work out missing angles in quadrilaterals. You will need to identify the equal angles in the shapes.</p> | <p><u>Parallel lines - revision</u></p> <p>Parallel lines are a pair of lines that never meet, like this:</p>  <p>Use the sheet below and circle all the parallel lines. Can you draw set of parallel lines in different orientations? Can you draw and label parallel lines you can see in the environment?</p> | <p><u>Angles - online games and supporting resources</u></p> <p>These are links to online, interactive resources that will help you learn about angles;</p> <p><a href="https://www.teacherled.com/all-interactive-whiteboard-resources/categories/angles/">https://www.teacherled.com/all-interactive-whiteboard-resources/categories/angles/</a></p> <p><a href="https://www.topmarks.co.uk/Search.aspx?q=angles">https://www.topmarks.co.uk/Search.aspx?q=angles</a></p> <p><a href="https://nrich.maths.org/1235">https://nrich.maths.org/1235</a></p> |
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| Other tasks | <p><u>Angles in quadrilaterals</u></p> <p>1. Quadrilaterals are any 4 sided shapes with straight sides. Draw a quadrilateral and measure the internal angles. Add them up. What have you discovered about the angles in a quadrilateral?</p> | <p><u>Angles in pentagons</u></p> <p>1. Pentagons are any 5 sided shapes with straight sides. Draw a pentagon and measure the internal angles. Add them up. Repeat for different pentagons. What have you discovered about the angles in a pentagon?</p> <p>2. Repeat the process for hexagons.</p> | <p><u>Random angles</u></p> <p>Draw a square. Draw 8 straight lines across the square, they should cross each other. Mark the angles you can see. Can you colour code the different angles you can see? Choose some of the angle to measure. Record them. Can you put them in order smallest to largest?</p> | <p><u>Art with triangles!</u></p> <p>Can you create a picture only using triangles? Think about the different angles you will need in your triangles to get the right shapes.</p> | <p><u>Estimating and measuring angles in the environment</u></p> <p>Look for angles in your environment at home.</p> <ol style="list-style-type: none"> <li>1. Estimate the size of the angle. Write it down.</li> <li>2. Measure the angle.</li> <li>3. Write it down.</li> <li>4. Find the difference between your estimate and the actual measurement.</li> <li>5. Repeat for different angles.</li> </ol> |
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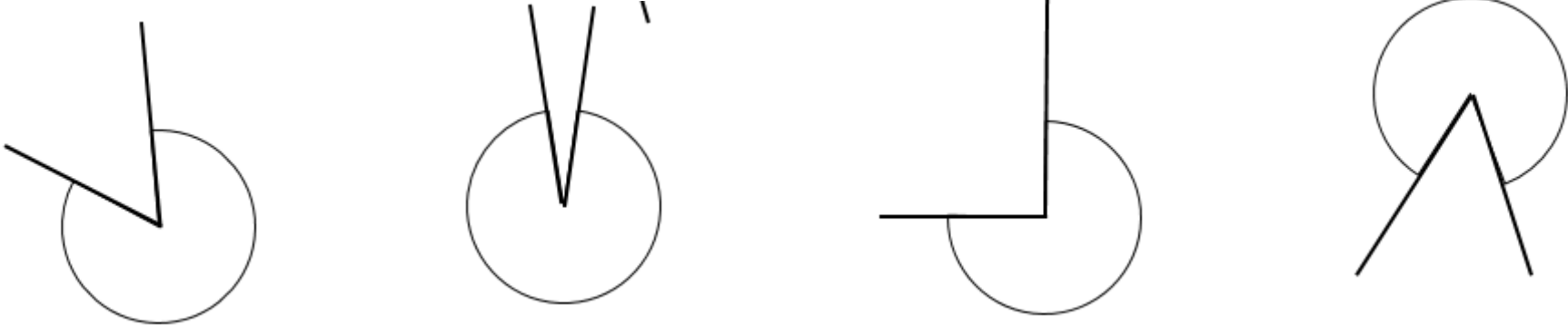
## Measuring angles



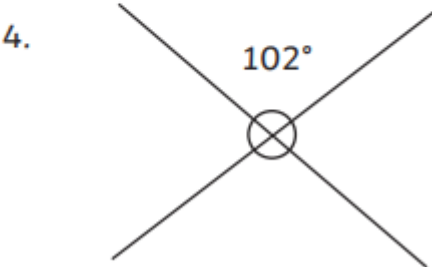
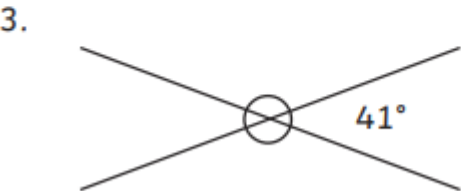
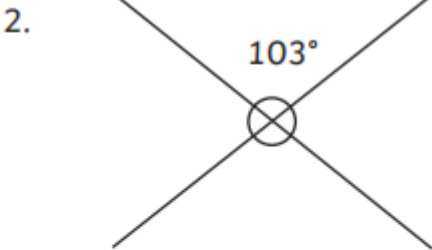
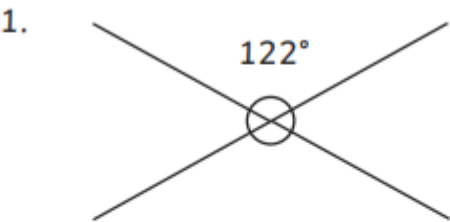
Measuring angles



Reflex Angles

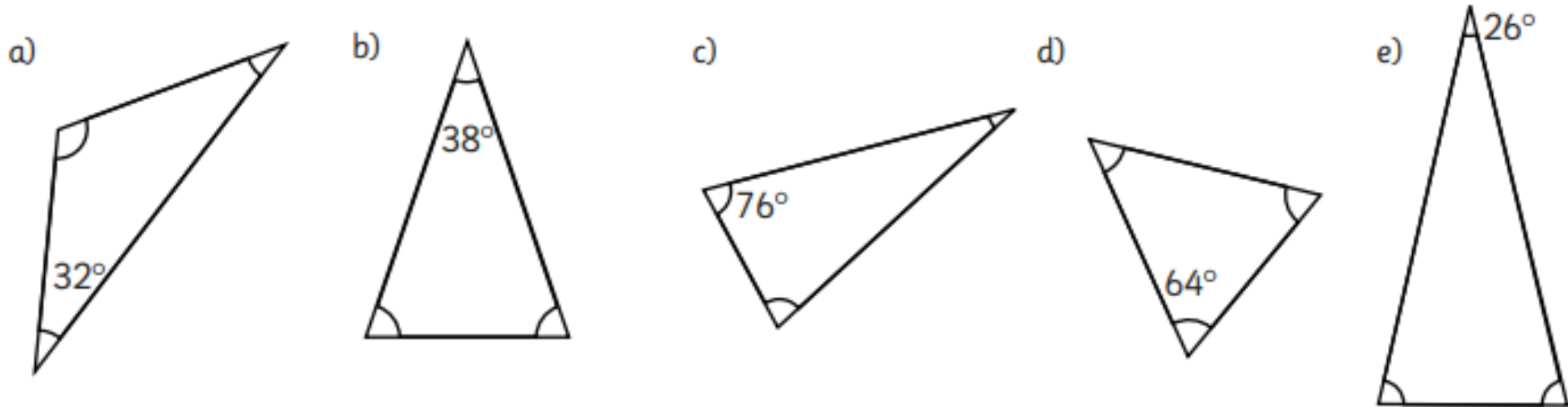


Calculating Angles around a point



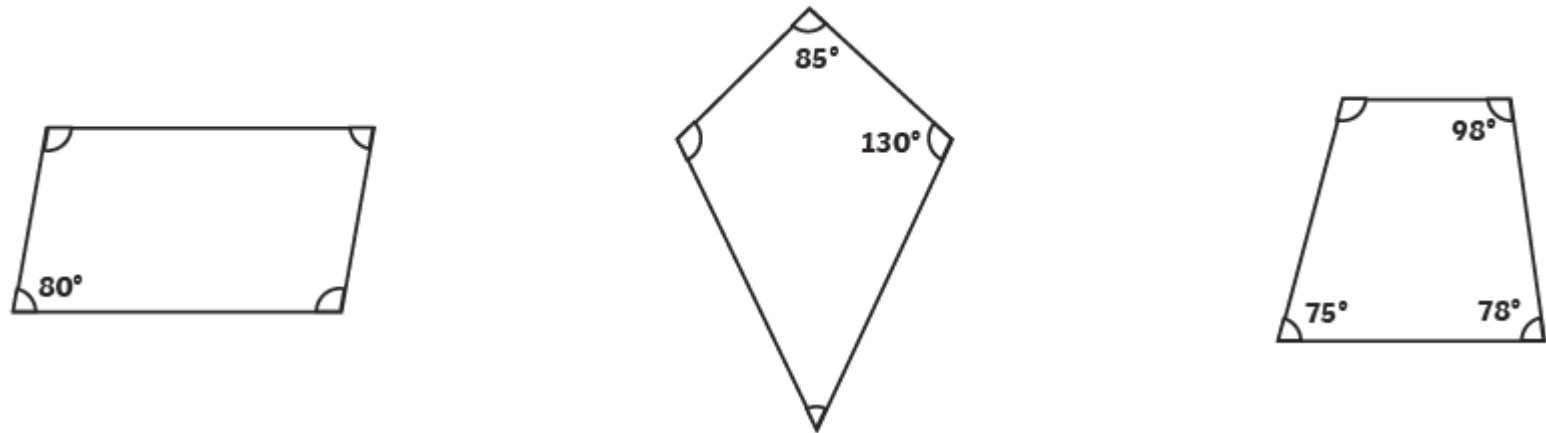


Angles in isosceles triangle



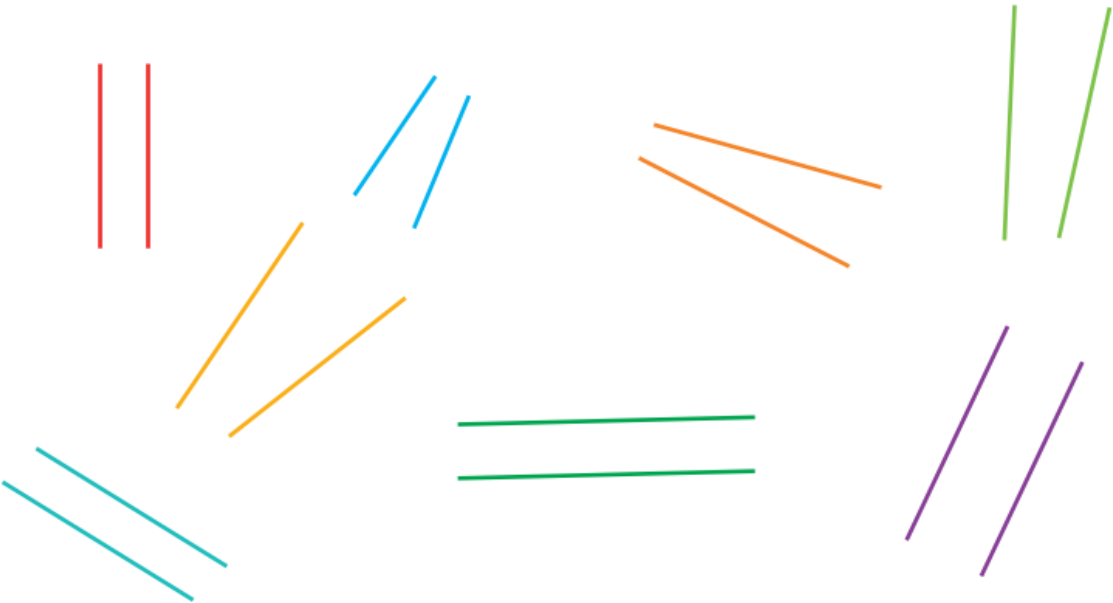
Angles in quadrilaterals

Use what you know about the sum of interior angles in quadrilaterals to find the missing angles in these shapes.



Parallel lines

Can you circle the pairs of parallel lines?







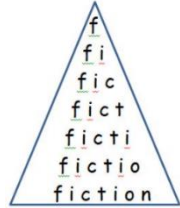

## ENGLISH - The Lost thing by Shaun Tann

Please watch the short film 'The Lost Thing' before starting this sequence of lessons

This can be found at: [https://www.youtube.com/watch?v=4EMzzJhH1Ec&list=PLMm40nCOFEf51Qc8kWF3crI\\_kBa0cDN6g&index=2](https://www.youtube.com/watch?v=4EMzzJhH1Ec&list=PLMm40nCOFEf51Qc8kWF3crI_kBa0cDN6g&index=2)

Please ignore the French subtitles!

| Sequence 1 | <p><u>Describing using adjectives, nouns, verbs and adverbs.</u></p> <p>Use the image of the world behind the door provided below:</p>  <p>Write a <b>noun</b> you can see and add an <b>adjective</b> in front of it. Add a <b>verb</b> for each, then add an <b>adverb</b>. For example:</p> <p>The <b>white</b> <b>bird</b> <b>flew</b> <b>gently</b>.</p> <p>Write at least five sentences about this scene in this way.</p> | <p><u>Features of a diary entry</u></p> <p>Read the diary entry below. Look carefully at the features of a diary checklist and highlight the features you can see in the text. You can use different colours to show different features.</p> | <p><u>Write a diary entry</u></p> <p>Imagine you are the boy in the story. Write a diary entry for the day that you take 'the Lost Thing' to the special world behind the door. Replay that part of the video a few times so you become very familiar with that part of the story. Use the description you have already worked on and the features of a diary checklist to help you.</p> | <p><u>Write an alternative ending</u></p> <p>Imagine that when the large door opened there was something different behind it. What could be there? Write an alternative ending from that point in the story. Consider what will happen to the boy and 'The Lost thing'. You could write it as a comic strip if you prefer.</p> | <p><u>Character Fact File</u></p> <p>Choose one of the other 'characters' from the film or image below. Invent a name for it. Write about its likes and dislikes, hobbies, favourite food, how it moves, the noises it makes, its friends and its appearance. Draw a picture of it go illustrate your Fact File.</p>  |
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| Sequence 2  | <p><u>Editing your work</u></p> <p>Choose one of your pieces of writing from the last sequence and read through it carefully. Get an adult to read it too. Can either of you spot any mistakes? Have you included capital letters, commas and full stops? Check any spellings you are unsure about. Are there any word choices you could improve?</p> | <p><u>Homophones</u></p> <p>Homophones are words that sound the same but are spelt differently and have different meanings. Practise these spellings below and check you know the meaning of each one: cell, sell, rein, rain, reign, rode, road, rowed, peace, piece.</p> | <p><u>Using and applying homophones</u></p> <p>Get adult to test you on your spelling words from the last session. You will need to write each of them into a sentence so you know which homophone it is. Check them and practice any that were incorrect.</p>  | <p><u>To learn the suffixes: -tion, -cian, -sion, -ssion</u></p> <p>The suffixes <b>-tion, -cian, -sion, -ssion</b> all make the sound /shun/. Practise the spelling below: nation, action, attention, decision, confusion, collision, confession, admission, politician, mathematician.</p>   | <p><u>Using and applying suffixes: -tion, -cian, -sion, -ssion</u></p> <p>Get adult to test you on your spelling words from the last session. You will need to write each of them into a sentence to show you know the meaning of the word. Check them and practice any that were incorrect.</p>  |
| Other tasks | <p><u>More homophones</u></p> <p>Put the homophones below into sentences to show the different meanings:</p> <p>hair/hare<br/>made/made<br/>pain/pane<br/>sun/son<br/>steel/steal<br/>beech/beach<br/>waist/waste</p>   | <p><u>Up-leveiling sentences</u></p> <p>Take the sentence: 'The boy walked through the park.'<br/>How can you improve this sentence?<br/>Rewrite this sentence five times, making each one different.</p>  | <p><u>Post card</u></p> <p>Imagine you are the boy in the story. Write a postcard to a friend describing what had happened with 'The Lost Thing'. You will have to be selective about what you include; there isn't much space! You could design a picture for the other side of the postcard if you like. You could base it on the illustrations in the story.</p> | <p><u>Spelling pyramid</u></p> <p>This is an example of a spelling pyramid. It is a useful method to practice tricky words.</p>  <p>Choose at least five words that you find it difficult to spell. Practise them using this method. Ask an adult to test you on the words. Repeat with some more words.</p> | <p><u>Synonyms</u></p> <p>Find as many synonyms as you can for the word 'angry'. Draw a small circle and inside it write the words that mean the 'most angry'. Draw a larger circle around it and write the next 'angriest' words. Repeat until you have used all your words. The 'least angry' words should be on the outside of the circle.</p>  |

Lesson 1 (Describing using  
adjectives, nouns, verbs and  
adverbs)  
Lesson 5 (Character Fact  
File)



## Features of a Diary Entry

|  |  |
|--|--|
| Uses the past tense  |  |
| Uses first person pronouns (I, we, my, etc.)                   |  |
| Describes the writer's point of view, thoughts and feelings    |  |
| Includes opinions as well as facts                             |  |
| Uses ambitious words to describe people and places             |  |
| Is written in an informal style, as though speaking to someone |  |
| Uses time conjunctions to link events                          |  |
| Organises events into paragraphs                               |  |
| Uses inverted commas to show direct speech                     |  |

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time! I'm sitting on my bed writing this, remembering all the

fun things that happened today. I hope tomorrow is just as good!

Post

card

