

Thursday 15th October 2020

Good morning!

Here is a timetable for the work for today. There is a task set for each subject. You can either print out the sheets at home or write them out and complete on paper. Some tasks may involve purple mash, spelling shed or times table rock-stars (your log ins are in the back of your reading record).

Remember to date and put the LO each piece of work ready for me to collect from you, when we return. I will expect each piece to be completed- and your best work! If you have any questions, you can email me at hannah.lupton@fishwick.lancs.sch.uk – I will be online during normal school hours!

Spelling	<p>LO: The able or ible rule. We are looking at the rule of adding the suffix 'able' or 'ible'</p> <p>Log onto spelling shed (your log in details are in the back of your reading record). Play the spelling games with ible, able, ibly and ably.</p> <p>You can also play the other games if you would like!</p>	<ol style="list-style-type: none">1. horribly2. disposable3. reversible4. enjoyably5. legible6. incredibly7. agreeable8. reliably9. breakable10. edible
Free reading	<p>LO: To look at an author's language. Read a chapter of your book.</p>	<p>Find three descriptions in the chapter you have read.</p> <ol style="list-style-type: none">1. Why has the author used these?2. What effect do they have?
Guided Reading	<p>Log onto purple mash. There are reading tasks set for today. Use the instructions on the task for the reading activity.</p>	<ol style="list-style-type: none">1. Read chapter 22. Complete multiple-choice questions for chapter 2.3. Complete the reading activity.
SPAG	<p>LO: To identify word class. See the word class activity below.</p>	<p>For each word that is underlined, decide the word class- adjective, adverb, noun or verb.</p>
English	<p>LO: To write a diary with descriptive phrases. Using the power-point 'Modelled write 1', watch the video on the second slide. Just in case, the link to the video is: https://www.dropbox.com/s/rd1b79nl3pcrjtq/Video%2014-10-2020%2C%2011%2015%2059.mov?dl=0</p> <p>In the video, I have modelled writing the first part of our class story. On the third slide is a picture of what I have written. On the fourth slide is the checklist of what you should have in yours.</p>	<ul style="list-style-type: none">• There should be about 3 paragraphs.• Remember the layout of a diary.• Do not forget CAPITAL LETTERS, FULL STOPS (and varied punctuation), SPELLING and JOINED UP!• Remember noun phrases, expanded noun phrases, adverbs and fronted adverbials for description.• Remember clue sentence openers for feelings- eg,

	<p>I have put a copy of our class plan below so you can follow along.</p> <p>Today, I would like you to write the first half of your diary entry. I will be looking for your detailed descriptions!!</p>	<p>shaking with fear, trembling nervously, crying uncontrollably</p> <ul style="list-style-type: none"> • Use the best vocabulary you can- use an online thesaurus for better words!
Maths	<p>LO: To solve subtraction with regrouping.</p> <p>Use this link: https://classroom.thenational.academy/lessons/subtracting-3-digit-numbers-regrouping-tens-to-ones-cgwk8t</p> <p>It is a live lesson with a teacher.</p> <p>Complete all work from the lesson in your maths book followed by the tasks on purple mash.</p>	<p>You will need to do:</p> <ul style="list-style-type: none"> • The introductory quiz • Watch the video lesson • Complete the independent activity at the end. <p>Then there is a task on purple mash for you.</p>
Arithmetic	<p>LO: To practice my times tables.</p> <p>Please complete the multiplication table test on purplemash.</p>	
Science	<p>LO: To identify and classify invertebrates.</p> <p>LO: To record results using a bar chart.</p> <ol style="list-style-type: none"> 1. Use the power-point and go through the slides. 2. On slide 3 there are videos to watch. 3. On slide four it asks you to go in the garden and find invertebrates to count for a tally chart. Have fun but stay safe! If you do not want to do this- you can create a tally chart using the pictures on slide 5 but you must also visit the website link! 4. On slide 6, it has a bar graph axis that you can copy and draw into your maths book and then complete the bar graph using your tally chart results. 5. Slide 7- you can do this IF YOU WANT! 6. Slide 9 has an example of what your bar graph might look like and your checklist round the edge! Yours may look different as you will have different results. 	<p>Checklist</p> <p>Your bar graph must have:</p> <ul style="list-style-type: none"> • Title • X axis • Y axis • Labelled x axis (names of invertebrates) • Labelled y axis (number)
RE	<p>LO: To understand a Hindu's right of passage.</p> <p>Mundan is celebrated when a Hindu child is one year old.</p> <p>Using the 2do on purple mash, watch the video and then write a text message all about it.</p> <p>If you forget, you can press the blue '?' to watch the video again.</p>	<p>It can be informal as it is a text.</p> <p>Please include as much information as possible!!</p> <p>Do not forget to put the images on the message.</p>
PE	<p>LO: To be active</p> <p>Use the video link and do PE with Joe- don't give up!!</p> <p>https://www.youtube.com/watch?v=BDigyoBrHms</p>	

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Define the word classes of the underlined words as they are used in the sentences below.
Tick ✓ your answers. Only ONE ✓ for each word. There are two examples at the beginning.

	NOUN	VERB	ADJECTIVE	ADVERB
1. Mark is <u>always</u> late.				✓
2. He was taken to <u>hospital</u> .	✓			
3. She was sitting on a <u>big</u> white plastic tub.				
4. I put our <u>new</u> plan into action.				
5. She <u>looked</u> at her watch.				
6. The <u>teacher</u> knew she was doing her best.				
7. I was looking over her <u>shoulder</u> .				
8. You must work on your <u>assignments</u> .				
9. I <u>guess</u> I am good at certain things.				
10. My teacher is <u>very</u> intelligent.				
11. Miller was leaning against the trophy case, watching when I <u>came</u> in.				
12. To tell you the <u>truth</u> , it could have been a lot worse.				

Model	Title	
31 st January 1874	Date	Friday 17 th December 1894
Dear diary	Addressee	Dear diary,
I am sat in our overcrowded dormitory, we are supposed to be asleep but I cannot. It is too cold. It is extremely difficult to see the page; I am holding this diary up to the window so that I can see the light from the reflection of the moon. Today has been as miserable as any other day, if not worse.	Beginning Where are you? What should you be doing? What is around you? How are you writing your diary?	In our dormitory. I should have been in the infirmary beating the carpets but I hid down low in my cardboard cot. I am using the sunlight shining vibrantly through the window to write this diary with a quill of ink and a scroll of paper which I stole from the teacher's supply earlier. If I am caught, I will be beaten with a rope for being a miscreant!
The master stormed into our room to wake us up at 4.30am and ordered us outside to wash our face using the outside water pump. However , it was so cold that the water formed little icicles at the end of the pump. All of the boys were stood huddled together in a line, trying to stay close for warmth. I tried to look for my sister, Charlotte, as boys and girls are separated at all times. We haven't seen each other since we entered this place, but I will not give up hope.	Morning How were you woken up? Where were you sent? What did you have to do? Who are you missing? How did you try and stay warm?	This morning the master smashed his cane on the floor to wake us at 4am. I was sent to wash my face outside in the courtyard. I had to smash the ice from the water before I could use it. To stay warm- huddle together, breathe into out hands and run on the spot. In single line we were taken to the dinner hall. Today was a special treat as we were given the broth from the masters cooked chicken the previous day.
Breakfast was water and a small piece of bread left over from last night. I can tell it was left over because it was extremely tough to bite. Soon after we were ushered into the bustling workroom, where I was ordered to unpick old rope and separate it into threads to be resold. The material is so tough and scratchy that my fingers are crimson and blistered . The pain was so incredible that I wanted to cry, but I didn't dare. If the Master catches somebody crying he beats them with the cane.	During day What where you given to eat? Where were you sent next? What did you do? What job did you have? How did you feel?	The portion was small though so I still felt famished however I was still sent to work but instead I snook back to the dormitory and hid under my sack bedding as I can not cope with today after last night.
Dinner was exactly the same tonight, too. Small piles of stale crusty bread were on the table tops and bowls of cold gruel were slammed down before us. I spotted some of the boys sneakily stuffing pieces into their pockets to eat later. We are all so hungry.	Evening Are you fed again? How are you feeling? What did you do?	Last night, I was beaten half to death by the teacher's heavy knotted rope because I was not paying attention because I fell asleep as I was woken by a new boy sobbing his heart out. Numb, terrified, scarred, bruised and weak.
When will this end? I feel weak and tired. Sometimes I wish I could run out of the doors and escape, but the last boy who tried was beaten in front of everybody. I can still hear his cries.	Night time What would you like to happen? What do you wish for? What would happen if you did?	Will I ever escape? I wish I could run away but the masters are always watching. The last boy who tried got locked in the shed and left for 3 days! I can still hear his soulless weeping.
I had better get some rest, I will write to you tomorrow.	Sign off	I hear the master coming.... I better hide Talk to you later.

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