

Wednesday 14th September 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](mailto:hannah.lupton@fishwick.lancs.sch.uk) – I will be online during normal school hours!

Spelling	<p><b>LO: The able or ible rule.</b> We are looking at the rule of adding the suffix 'able' or 'ible'</p> <p>Use the hand you do not write with normally. Write out each of the words.</p>	<ol style="list-style-type: none"><li>1. horribly</li><li>2. disposable</li><li>3. reversible</li><li>4. enjoyably</li><li>5. legible</li><li>6. incredibly</li><li>7. agreeable</li><li>8. reliably</li><li>9. breakable</li><li>10. edible</li></ol>
Free reading	<p><b>LO: To summarise what I have read.</b> Read a chapter of your book.</p>	<ol style="list-style-type: none"><li>1. Write a summary of what you have read- what happened?</li></ol>
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"><li>1. Read chapter 1</li><li>2. Complete multiple-choice questions for chapter 1.</li><li>3. Complete the reading activity.</li></ol>
SPAG	<p><b>LO: To identify adverbs and adjectives.</b> See the adverbs and adjectives activities below.</p>	Remember your capital letters, full stops and joined up handwriting!
English	<p><b>LO: To plan a diary entry.</b> Using the box up plan that I gave you yesterday, fill in the right side with the plan for your diary entry.</p> <p>I have put a copy of the plan we did together for you to look at but use your own ideas. You can steal some of our ideas but do not copy ours. You are pretending to be a Victorian child so will be writing in 1<sup>st</sup> person.</p>	<p>Remember, it does not need to be in full sentences but think carefully about adjectives and adverbs you may use. Make it the BEST and most detailed you can.</p> <p>We will be writing it tomorrow.</p>
Maths	<p><b>LO: To solve addition with decimals.</b> Watch the video of a lesson using this link <a href="https://classroom.thenational.academy/lessons/adding-decimals-70t62r">https://classroom.thenational.academy/lessons/adding-decimals-70t62r</a> Please complete the decimals addition questions that I gave you yesterday.</p>	Make sure you do them in your book and remember, one square per number and the decimal point needs a whole square to!

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Arithmetic	<b>LO: To practice my times tables.</b> Please spend 10 mins on Times table rockstars on the tables set for you.	
History	<b>LO: To understand how the steam engine works and why it was important.</b> Use this website <a href="https://easyscienceforkids.com/all-about-steam-engines/">https://easyscienceforkids.com/all-about-steam-engines/</a> and <a href="https://facts.kiddle.co/Steam_engine">https://facts.kiddle.co/Steam_engine</a> and watch <a href="https://youtu.be/Ve2GrQrnVGk">https://youtu.be/Ve2GrQrnVGk</a> We are looking at the steam engine.	Answer the questions below. You will then be using your answers to create a poster for a museum.
PE	<b>LO: To be active</b> Use the video link and do PE with Joe- don't give up!! <a href="https://www.youtube.com/watch?v=BDigyoBrHms">https://www.youtube.com/watch?v=BDigyoBrHms</a>	

Adverbs and Adjectives

Tick one box in each row to show whether the underlined word is an adjective or adverb.

Sentence	Adjective	Adverb	Sentence	Adjective	Adverb
It was a <u>beautiful</u> day.			The <u>huge</u> spider terrified me!		
He spoke <u>clearly</u> in assembly.			The <u>glamorous</u> lady walked into the room.		
She gave <u>generously</u> to the charity.			He spoke <u>quietly</u> in the library.		
Our <u>happy</u> dog loves to play.			He walked <u>nervously</u> onto the stage.		
He waited <u>anxiously</u> for the results.			She spoke <u>kindly</u> about the boy.		
The <u>courageous</u> man rescued the cat from the tree.			The <u>fierce</u> wind hurt my face.		

## History questions

1. Who invented the steam engine?
2. When was the steam engine improved and by who?
3. What is a steam engine?
4. Find three uses for the steam engine.
5. How does a steam engine work? (this may be a longer answer!)
6. Are steam engines used today?
7. Now using your facts- create a poster that would go in a history museum for children to read about steam engines.

Your poster will need:

A bold title (steam engine)

A picture on a steam engine.

Facts about the steam engine- a minimum of 6.

Model	Title	
31 <sup>st</sup> January 1874	Date	Friday 17 <sup>th</sup> December 1894
Dear diary	Addressee	Dear diary,
I am sat in our <b>overcrowded</b> dormitory, we are supposed to be asleep but I cannot. It is too cold. It is extremely <b>difficult</b> 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 <b>miserable</b> as any other day, if not worse.	<b>Beginning</b> 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 <b>stormed</b> into our room to wake us up at 4.30am and <b>ordered</b> us outside to wash our face using the outside water pump. <b>However</b> , it was so cold that the water formed little <b>icicles</b> at the end of the pump. All of the boys were stood <b>huddled</b> 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.	<b>Morning</b> 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 <b>extremely</b> tough to bite. <b>Soon after</b> we were ushered into the <b>bustling</b> 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 <b>blistered</b> . The pain was so <b>incredible</b> that I wanted to cry, but I didn't dare. If the Master catches somebody crying he beats them with the cane.	<b>During day</b> 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 <b>slammed</b> down before us. I <b>spotted</b> some of the boys <b>sneakily</b> stuffing pieces into their pockets to eat later. We are all so hungry.	<b>Evening</b> 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 <b>feel</b> weak and tired. <b>Sometimes</b> 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.	<b>Night time</b> 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.	<b>Sign off</b>	I hear the master coming.... I better hide Talk to you later.

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