



ENGLISH

Please remember to always check the online resources before looking at them with your child e.g. online stories

We will be focussing on the characters and setting in The Wolves of Willoughby Chase this week.

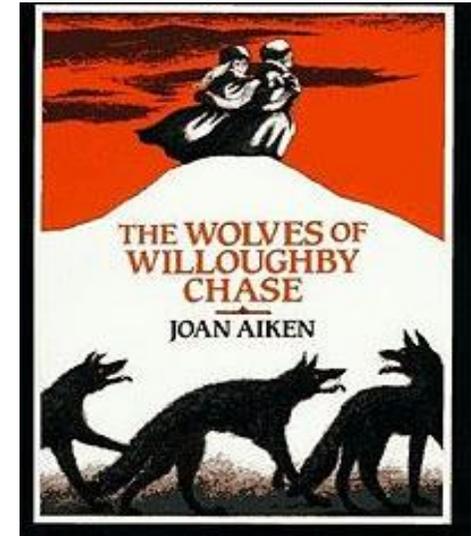
We can learn a lot about a character through:

- What the character says
- What the character does
- What others say about them
- How others react to them
- How they are described

Character description

Begin by reading the extract titled **Miss Slighcarp character description** in resources. This extract tells us a lot about Bonnie's new governess Miss Slighcarp, through what she says and (more importantly) how she says it. We can observe how Miss Slighcarp views Bonnie and this gives us some idea about what type of woman Miss Slighcarp is.

1. What are your impressions of Miss Slighcarp? Organise your ideas and the evidence from the text in a table.
2. Using your impressions and evidence in the table, write a paragraph summarising the character of Miss Slighcarp.



**Colloquial Language**  
You should try to use chatty/informal language.

**Follow a "Diary Style"**  
Start each entry with a date and "Dear Diary".

**Chronological order**  
Your diary should be in time order, using adverbials.

**Self-reflection**  
Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

**HOW TO WRITE A: DIARY**

**Past Tense**  
A diary is about what has already happened.

**First person**  
Remember to use personal pronouns (in particular: I/We)

**Detailed descriptions**  
Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

Diary writing

We would like you to imagine you are Bonnie and you are going to write a diary entry on the day that you took Sylvia ice skating for the first time.

What are the key features of a diary? There is a resource called **How to write a diary** that will help you if you have forgotten any of these.

Begin by thinking about what kind of character is Bonnie, as you will need to write as if you are her. She is kind natured, adventurous, bold and brave.

Think about the events of that day and the sequence in which they occurred. How do you think Bonnie was feeling at each stage? Include detailed descriptions to make your diary interesting to read.

Finally, remember that this book is set in 1832, so your language needs to be appropriate. This will be tricky, but try your best.



## ENGLISH

### Empathy with characters

We are going to be exploring empathy in this activity. Empathy is the ability to understand or feel what another person is experiencing.

Using the **feelings graph** in resources, we would like you to plot out how Sylvia is feeling about leaving her home to come and live at Willoughby Chase. The circles in the centre are for you to write each key part of the narrative so far, e.g. Sylvia spending last night in Aunt Jane's tiny attic room can be written in the first circle.

Put a cross on the graph to show how you think she would be feeling at this point. Would she be incredibly happy? Or really sad?

Put the next part of Sylvia's narrative in the second circle; travelling to Willoughby on the train.

Once you have completed the chart, join up the crosses to see what kind of emotional journey Sylvia has been on so far. How would you have felt at each stage of her narrative? Are your feelings similar to hers? Why do you think this is?

### Settings

The settings are as important as the characters, as it allows the reader to imagine the world the author has created.

The setting can:

- Be a backdrop to the action
- Reflect character's experiences

We would like you to compare and contrast the settings we have encountered so far. Read the **setting description** in resources and then answer the following questions:

1. How is Willoughby Wold and Willoughby Chase presented? Have you ever been to a place like Willoughby Chase?
2. How does the setting in Chapter 1 compare with Aunt Jane's setting in Chapter 2?
3. Why did Aiken make them so different?
4. Sylvia is feeling uncomfortable with the strange man in the train compartment. How might the setting heighten these feelings?



**MATHS**

**Place value, powers of 10, decimal points and rounding up to 1,000,000, interpreting negative numbers.**

**Counting forwards and backwards in steps of powers of 10**

What does power of 10 mean? This is counting in multiples of 10 and can be recognised as this:

A thousand –  $1,000 = 10 \times 10 \times 10 = 10^3$

A hundred –  $100 = 10 \times 10 = 10^2$

So if I wanted to count in 100s, starting at the number 239, my sequence would be 239, 339, 439, 539, 639, 739 etc.

If I wanted to count back in 100s from 239, my sequence would be 239, 139, 39, -39, -139, -239, etc.

Complete the worksheet in **Resources – Maths counting in powers of 10**

**Counting in 10s**

Nura counts forwards and backwards in 10s from 29. Which numbers could Nura count as she does this?

3579

8923

-29

-201

10 899

307 819

270 009

999 999

58 991

-999

3972

-29 831

Write three more numbers she would count.

**Counting in 100s**

Count forwards in hundreds from these numbers.

What are the second and fifth numbers that you arrive at?

Number	Second	Fifth	Second (Backwards)	Fifth (Backwards)
289	489	789	89	-211
891	1091	1391	691	391
19 034	19 234	19 534	18 834	18 534
99 607	99 807	100 107	99 407	99 107
610 729	610 929	611 229	610 529	610 229

Try this with some numbers of your own, maybe starting with a negative number.

Create your own number sequence counting on or back in steps of powers of 10 and record them in your workbooks.

**Reading, writing and ordering numbers to 1,000,000**

We will continue to practise ordering numbers, this week extending to 1,000,000

When ordering numbers remember to look at the position of the digits carefully to determine the place value before ordering.

For example, when ordering 1,010, 1,001, 11,001, 10,101, 100,001, 101,010 determine which is the largest and which is the smallest number.

It can be trickier when using only 2 different numerals, so remember to check your thinking.

Have a go at ordering these numbers as a starter:

289,819 - 298,103 – 288,301 – 2,839 – 20,899 – 289,981.

In **Resources**, complete the worksheet **Comparing and ordering numbers to 1 million**

**MATHS****Rounding whole numbers 1,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000 and 1,000,000****The Rounding Rules**

1. The number lies **between two possible answers**. You have to decide which one it is nearer to.
2. Look at the digit **to the right** of the place you are rounding to – the DECIDER.
3. If the decider is **5 or more** then **round UP** and if the decider is **less than 5** then **round DOWN**

For example, if you round 4,856 to the nearest Hundred, the DECIDER is the Tens digit (5)

Choose 6 digits from a pack of single digit cards (0-9 with more than one of each) and make a number.

Round it to the nearest 10

Round it to the nearest 100

Round it to the nearest 1,000

Round it to the nearest 10,000

Round it to the nearest 100,000

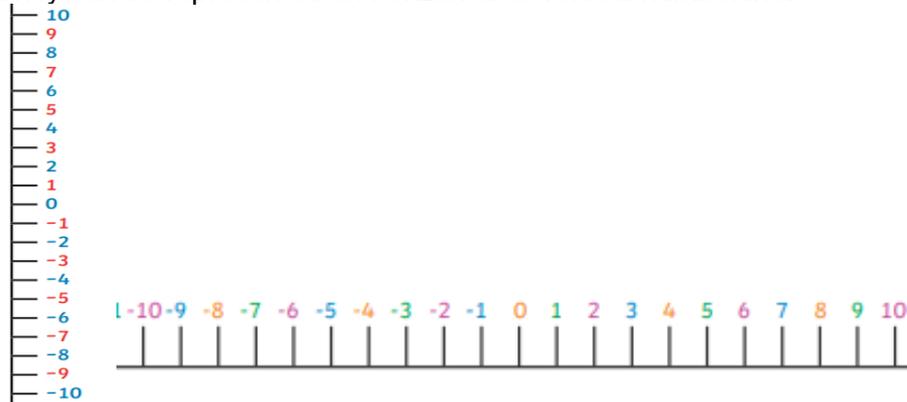
Repeat for different numbers recording in your workbooks

In **Resources**, complete the **Round numbers within 100,000** sheet

**Negative numbers**

What are negative numbers? Numbers less than zero.

They can be represented on horizontal or vertical numberline.

**Working out differences:**

The temperature in Sarah's freezer was  $-8^{\circ}\text{C}$ . Sarah then filled her freezer with shoes and the temperature rose to  $3^{\circ}\text{C}$ . What was the rise in temperature?

Draw a number line, mark the two temperatures on it then count how many degrees there are between them.

**TOP TIP!** It is often easier to count the places to zero then the number of places after zero. Then add them together.

In **Resources**, complete the **Negative numbers** worksheet or find a calculator and have some fun creating negative numbers! e.g.  $18 - 28$ ,  $36 - 55$ . What does the calculator tell you?



## MATHS

## Reasoning and problem solving

Please carefully read and complete the following problems.

Remember to read the problem, decide what you need to do, try to 'make' or draw the problem and solve it.

The temperature at 6 a.m. was recorded each day for one week.

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Temp (°C)	1	-1	0	3	2	-2	-3

What was the coldest morning?

What was the warmest morning?

What is the difference in temperature between Monday and Tuesday?

Place the recorded temperatures in order from smallest to largest.

Lily and Adam work together. They are counting in steps forwards and backwards, including negative numbers.

Lily gives Adam the starting number of 12 and tells him to count in steps of -5.

Adam counts: 12, 7, 2, -3, -8, -13, -18, -23, -28, -33

Can you repeat this challenge with a partner? Give them a starting number and a sequence of steps to follow. Remember that you can choose whether to go forwards or backwards and your start number could be negative or positive.

What can we say about 48 000?

It is  less than 50 000.

It is made of 40 000 and  together.

It is made of  thousands.

It is made of  hundreds.

It is made of  tens.

**MATHS**

You have two sets of the digits from 0 to 9.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

The idea is to arrange these digits in the five boxes to make four-digit numbers as close to the target number as possible.

You may use each digit once only.

largest odd number

largest even number

largest multiple of 3

smallest multiple of 5

number closest to 5000

**Can you find other ways of doing it?**



DT

Pulleys and Gears



This week, we would like you to design and make your own pulley; last week you watched a video showing how to do this.

Using the **design sheet** in **Resources**, draw your design and list the components you will need to make the pulley.

We would like you to design a flag pole for Ewell Grove Primary School and then next week, you are going make your flag pole. Think carefully about the resources you will need to create your pulley.



## COMPUTING

### Online Safety - Passwords

Over the last two weeks, we have been exploring different online safety scenarios, thinking about what we should do if we were in a situation that made us feel uncomfortable or if our online safety had been compromised.

This week, we would like you to think about the strength of a password that you would create, so that you know your personal information is kept safe.

Discuss with an adult: How do we keep our homes and our belongings safe? Would you leave your front door wide open? Would you let a stranger have your front door key or your car key?

Passwords are a type of lock; what do we need passwords for?

There are many common types of passwords such as favourite colour, animal, date of birth. Jot down reasons why people should NOT use a password that is easy to guess.

Discuss what you think the possible consequences of someone guessing these passwords could be. Can you explain why having a strong password is important?

Look at the **Computing – Presentation on Powerful Passwords** in **Resources**

Complete the booklet in **Resources, Computing – Powerful passwords booklet**



## HISTORY

### History

#### WWII – Did the war change life for women?

Read the information on the webpage (link below).

How many women were in work when the war broke out in 1939?

What number did this increase to at the height of the action?

Women were conscripted in December 1941. They were given a choice of working in industry or joining one of the auxiliary services – the Auxiliary Territorial Service (ATS), the Women's Auxiliary Air Force (WAAF), the Women's Royal Naval Service (WRNS) or the Special Operations Executives (SOE) - Special Operations Executive (SOE) was a secret British Second World War organisation created in July 1940. Look up what the words conscripted and auxiliary mean.

Read the information on the Imperial War Museum website (link below) as this provides further information about what these jobs entailed.

We are going to learn about a local resident of Epsom, who played an important part during the war - Hilda Andrews OBE. Look at the information in the **WWII Local history** PPT in resources. Why do you think she is an important figure to study?

Read the extract of **Hilda's diary** (saved in resources). What kind of person was Hilda? What were some of her daily tasks? What was happening in the local area at the time?

Imagine you are Hilda on the day that victory has been announced in Europe (VE Day). The war in Europe is finally over! Write a diary extract, describing what has happened and how you are feeling.





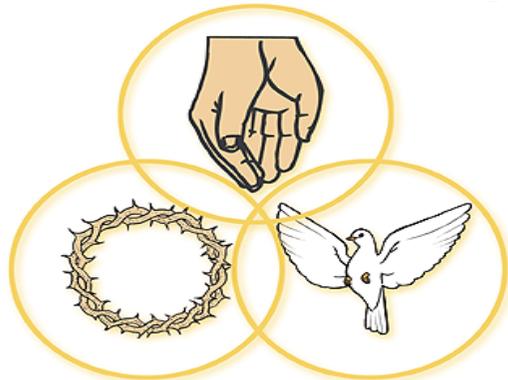
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**How can churches help us to understand Christian belief?**

Consider – “Who is God?” and discuss your ideas, some of these might be based upon faith and some might not. Look at the pictures below. How do you think they are linked to God?



Now look at these pictures – What might they say about what God is like? Talk to an adult to share your thoughts or ideas.



This picture shows a representation of The Holy Trinity (Christians believe that there is one God but believe God has 3 different individual parts) What do you think the hand, dove and crown of thorns symbolise?



## PSHE

### Know that we are all special and unique

This week we are learning about how each one of us is different and special.

Our ethnicity, our gender, our faith and our culture are among the many things that make us unique.

Look at the pictures below and talk about the differences and similarities.



Have a bit of fun and create a game with your family, asking questions such as:

Who likes cheese?

Who doesn't like cheese?

Who likes cats?

Who doesn't like cats?

Who has brown hair?

Who doesn't have brown hair?

Who plays football?

Who does not play football?

We would like you to create a self portrait and then write about:

Your family

Your gender

Your faith

Your culture

Your ethnicity

Your hobbies.



## ART

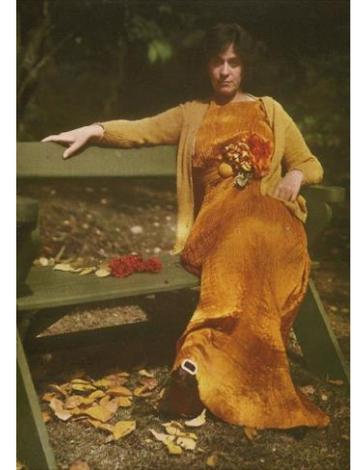
Read the information on the **Colour wheel** PowerPoint (in resources). How many hues are there in a colour wheel? How is a tertiary colour created? Using this information, complete the **colour wheel fact sheet**. Create a colour wheel using oil pastels. Use the **colour wheel template** in resources.

You are going to be art critics and explore the photograph of Mrs Selma Schubart, taken by American photographer Arthur Stieglitz in 1907.

Thinking about what you have learnt so far about the colour wheel answer the questions below:

- Colour relationship – Can you see similar, harmonious colours or very different, contrasting colours?
- Colour temperature – are the colours warm or cool? What season do you think this photo was taken in (spring, summer, autumn or winter)? How do you know?
- Strength of colour – are pure hues, lighter tints, darker shades or less vibrant tones used?
- Emotional response – what moods or feelings do the colours suggest? How does the photo make you feel?

Recreate the photograph of Mrs Selma Schubart and represent the season of winter (e.g. using blues) or spring (e.g. using yellows/greens). Experiment with a range of media (paints, oil pastels, pencils), to create your picture.





## SCIENCE

This week, we will be looking at foetal development in humans. Looking at the fruit and vegetable images, explain what these might have to do with foetal development.

Using the **development statements** in **resources** cut these up and order them according to the growth of the foetus.

In humans, the gestation is split into 3 'trimesters', each lasting about 12 weeks or 3 months. Watch the pregnancy Vimeo video (link below) to see what a foetus looks like during the different stages of growth.





## USEFUL WEBSITES

<https://vimeo.com/284696205> - Science video for seeing foetal development

<https://www.bbc.co.uk/teach/did-ww2-change-life-for-women/zbktwy> - History - Did life change for women during WWII?

<https://www.iwm.org.uk/history/the-vital-role-of-women-in-the-second-world-war> - History - looking at the role of women.