Scorpions LEARNING FROM HOME:

**FORTNIGHT BEGINNING 7.12.20**

Please have a go at any of the work you can manage from what I have put below. It will help when we return to school next term. If there are any bits you do not understand leave them out or send Lynn or myself a message ( [hookinsl@rowhill.kent.sch.uk](mailto:hookinsl@rowhill.kent.sch.uk) [emptaged@rowhill.kent.sch.uk](mailto:emptaged@rowhill.kent.sch.uk) ) and I will be able to help you out! I am looking forward to you sending me the work you have done!!

**English Learning**

### English Learning The King of the Fishes by Jo Pearce

* What you would ask for if you were given three wishes? My three wishes: 1. I wish I could fly because I would love to visit a different country every week. 2. I wish that the rich people in the world would share their money so that no one was homeless or hungry. 3. I wish for a magic wardrobe which would mean that I could create any outfit I fancied. Tip: The words and phrases I have underlined will help you extend your ideas try to use them yourself.
* Read &/or listen to the story of ‘The King of Fishes’ (see document saved separately) and consider the three questions before you start reading. Then, answer the three questions – for example: I loved the part when Li chose to put the fish back in the water because it told me that he was a kind man. 2. The final wish surprised me **because** it was so clever! 3. This story reminded me of Aladdin **because** they are both wishing tales. Tip: The word because might help you extend your ideas try to use that word in your answers or another word instead of because if you are able to!
* Go back over the story and underline or highlight any words that you don’t know. Ask an adult to help you find the meaning or look in a dictionary online. You might also want to use google images to see pictures of the word too.
* Can you see there are some highlighted words in yellow? Can you investigate those too, finding the definition and draw a small picture to help understand the meanings.
* Then write a short sentence to match each word or picture. Make sure you use the word ‘whip’, ‘whipping’ or ‘whipped’ e.g. Last week, the chief whip ordered members of the party to vote in favour of schools closing – just like the debate we had in class!

#### **Reading Comprehension**

Re-read the story and try to answer the questions below in full sentences:

What did Li usually do with the fish he caught?

a) take them to market to sell b) put them back   c) eat them

What was special about the king of the fishes?

a) it was large b) it was beautiful c) it had family

How did Li save the King of the Fishes?

a) he scooped it up b) he put it back in the sea c) he gave it a wish

How long did it take Li to decide upon his wish?

a) all evening b) a few weeks c) all day

Whose baby did Li hear at the end?

a) his and his wife’s b) a neighbour’s c) someone’s in the forest

#### **The Substitution Game**

1. In this sentence from The King of the Fishes, the writer has picked three parts of the fish to describe in detail.

It had silver scales that glittered in the sunlight, blood–red fins and a golden crown.

1. The nouns have adjectives before them

The writer has added extra detail about the scales by using that to add on a relative clause: ‘that glittered in the sunlight’.

1. Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones. Don’t forget your comma!

It had giant paws that thundered across the earth, sandy fur and a fearsome roar.

1. Make up your own sentences by substituting!

* **Think, plan, publish & then edit your own version of the story**

1. Firstly, **think**: In your story, your main character will need to rescue a King or a Queen of a species. Here’s a chance to get creative! Pick an animal and draw or describe what the King or Queen of its kind would look like. You could use paper and coloured pens or pencils. You could make a model or use a computer.
2. **Plan** your ideas by creating a story map – draw a simple, pencil drawn loop on a piece of A4 and jot down key images and words to show what is happening in the beginning, middle and end of your story.
3. Now, write out your ideas, **publishing** them onto paper or a computer.

Here’s an example story. Use it to help you write yours – remember, it is ok to ‘borrow’ some words and phrases for your own story. You can even use the sentences starters to help too if you can’t think of your own:

The Queen of the Oysters

A long time ago in a land of sea and stars, there lived a poor oyster diver named Zoe.

When the tide was right, she went deep, deep down in the sea to catch oysters. There she would swim, desperately searching for the secret shells. After her dive, she would take her catch to the market to sell for coins.

One night, she caught an unusually large oyster. She couldn’t help herself and she peaked inside. It had diamonds on its shell that glittered in the moonlight, a shimmering pearl and an angelic voice. As the oyster sang its mournful moan, Zoe froze in the water. She was mesmerised. Instantly, she realised that she couldn’t take this oyster, so she placed it back on the seabed.

As soon as the oyster touched the sand, it spoke to Zoe. “Zoe, you have saved the Queen of the Oysters. I will grant you one wish. Come back to me when the moonlight dances on the waves and I will give you what your heart desires.”

So that night Zoe returned home and tried to listen to what her heart desired. One the one hand, her mum could not walk so it would be wonderful if she could be cured. On the other hand, Zoe’s family were so poor that their roof was leaking in two places, so they really needed money for a new house. Zoe dreamed of having a puppy of her very own. She wanted all of these things, but there was only one wish. How was she going to decide?

As quick as a flick, it came to her! She knew what to wish for. The sun was setting, and the moon was beginning to take over the day. Zoe could see the moon’s light reflecting on the surface of the waves. It was time to talk to the Queen of the Oysters.

Down, down, down she swam. The Queen of the Oysters was there, waiting. Zoe used her hands to wish underwater. She used actions and hand signals to ask for her heart’s desire: “I wish for my mum to be chasing my puppy around my mansion’s garden.”

Suddenly, the oyster shimmered. The water felt cooler and the seaweed seemed to stand still. Zoe swan up to the surface and as soon as she broke into the air, she heard it: a dog barking in the distance.

Zoe smiled. Her worries were finally over, and she walked back to her mansion in the moonlight.

1. Finally, **edit and improve** your finished story. Read it aloud to ‘hear’ the errors. Check your punctuation and spelling. Have you remembered full stops? Are there capital letters after the full stops? Have you remembered the comma after your fronted adverbials? I am looking forward to reading them!

### Maths Learning

#### **Maths key skills to focus on are:**

Continue practicing your times tables using Hit the Button – try ‘mixed’ or a times table you are not so good at yet. (You can use bubble multiples if you sign up to use the website)

How many different ways using the four operations (addition, subtraction, multiplication and division) can you make the number 8? If you are feeling really brave, can you use negative numbers as well?  
For instance: -2 + 10. We have done this before in EMW a few times so hopefully you will know what to do.

[Create a multiplication grid](https://www.new-ash.kent.sch.uk/wp-content/uploads/2020/04/x-Grid.pdf)

#### **Maths focus is: Place Value and Multiplication**

Can you have a go at counting up in multiples (pick a times table you are confident at) in the form of number sequences. If that is too easy for you – try doing it backwards. If that is still too easy start from a number that is not in that times table! Go on, give it a try!

I have attached in a separate file some sheet to help you do the first part of this. The lower the number of stars the easier it should be. Pick the one that best suits your maths ability!

#### **Another activity for you is:**

Write down different four digit numbers and practice finding the value of each digit.  
**e.g.**

7897  
There are 7 thousands, 8 hundreds, 9 tens and 7 ones.  
OR  
6059  
There are 6 thousands, 0 hundreds, 5 tens and 9 ones.

Do this five times.

Roll two dice to come up with a decimal number and then do the same again. When you have two decimal numbers, comment on which is bigger and why. Do this five times and remember to record what you have done!

**e.g.**

If I were to roll a 4 and a 6 my number would be 4.6 I roll two dice again and get 2.3  
I would then say 4.6 is bigger than 2.3 because it has 4 ones compared to 2 ones.

Choose numbers from 1-99 and come up with the corresponding number to make the number bond to 100. If you are feeling brave, can you do the same with numbers to 1000.

**e.g.**

If I were to choose 34, then the corresponding number to make 100 would be: 66.

Keep up with you column addition! Write 10 addition calculations with some involving carrying and see if you can get the correct answer.

**e.g.**

7345 + 965

Keep up with your column subtraction! Write 10 subtraction calculations with some involving exchanging (knocking next door) and see if you can get the correct answer.

**e.g.**  
5680 – 782

#### **Maths problem/challenge: Half Time**

You can find a link to this problem here: <https://nrich.maths.org/7408>

When Spain played Belgium in the preliminary round of the men’s hockey competition in the 2008 Olympics, the final score was 4−2.

What could the half time score have been?  
Can you find all the possible half time scores?  
How will you make sure you don’t miss any out?

In the final of the men’s hockey in the 2000 Olympics, the Netherlands played Korea. The final score was a draw; 3−3 and they had to take penalties.

Challenge: Can you find all the possible half time scores for this match?

Parents and carers – you can also access free resources via [*www.Twinkl.co.uk/offer*](https://www.twinkl.co.uk/offer).

You will need to make a free account using the offer code UKTWINKLHELPS

You can then search a wide range of resources.

#### **Physical Competencies**

**Kinaesthetic Awareness** – Can you take 3 pictures of yourself, showing the tallest shape you can, the

smallest shape you can and the widest shape you can?

**Balance & Control** – Can you balance on one foot on a mattress on the bed for 5 seconds? How long for?

**Coordination & Fluency** – Can you perform hop scotch. Landing on 1 foot – 2 feet, 1 foot – 2 feet – 1 foot – 2 feet?

**Rhythm & Timing** – Can you jump, jump clap – jump, jump clap at the same time as the music from Queen – We will rock you. Can you now try it with no music? (Albie I know you hate this – try a different song ☺)

### Let’s keep active!

#### **Cognitive Skills**

**Problem Solving** – Can you arrange a games night for your family – maybe play it over Zoom with others too?

**Focus & Concentration** – Can you spell words whilst throwing and catching a ball between you and your family – you can use some of the words from last week. Another fun activity we have been doing in class a while back was ‘Bridges’.

Here is the link if you want to have a go at this: <https://www.puzzle-bridges.com/>

**Decision Making** – Can you organise your bedroom to help keep it tidy – difficult one! What about organising Lego?

**Creativity** – Can you invent a new game with your parents that involves a ball and a scoring system. Any good games – write the rules and how to play and we will try them when back at school!

### Other activities

#### **SEAL – Good News!**

Look through a local or national newspaper, watch Newsround and search for ‘Acts of Kindness’.

*Consider the following:*

Who carried out the acts of kindness e.g. councils, individuals, companies, charities?

Did the acts of kindness involve money, deeds or ongoing support?

Were they carefully considered actions, or immediate responses to an urgent problem?

Was help requested, or did the donor see for themselves that it was needed?

What motivated them to show generosity?

*Your task:*

Use a page of your scrapbook to either cut & stick your chosen stories; create a montage of ‘kind deeds’ or maybe draw your own ‘Tree of Kindness’ (like the one’s in our Year 4 classrooms) adding leaves or hearts which are annotated with acts of kindness or generosity.

#### **Art**

We have spent time in class improving our sketching techniques and I know a lot of you really enjoy drawing. I have tried this and managed to do a pretty good job (and you know what my drawing is like!!) so am sure you can give it a go too.

**Warm up:** Using a plain piece of paper in your scrapbook and an HB pencil – warm up first by spending 5 minutes quickly practising the following art techniques: cross hatching, shading, stippling and smudging.

**Main activity:**Drawing a lion**.**

Watch the following YouTube video by Harriet Muller (<https://www.youtube.com/watch?v=SBCcAugGSDY>) to draw your own lion. Remember you can pause the video at any point to catch up





