



## Lapwing Class Home Learning 13<sup>th</sup> March 2024

On Thursday 21<sup>st</sup> March from 9:00am-10:00am Lapwing class will be holding a reading café for parents/grandparents to come and enjoy some reading and book-based activities. I am aware that this does cross over with Swift Classes reading café so for parents of children in both classes you are welcome to come and go from Lapwing class as needed to enjoy both of the reading cafés.

### Essential Skills

- Reading
- Times Tables
- Spellings

### Reading

Please continue to read at home this week. We are aiming for a goal of having everyone in Lapwing reading at least 5 times each week!

Library books can be exchanged when read, although is not expected that a child will finish reading their library book every week, particularly if they have chosen a challenging or longer text.

Reading at home should be recorded in reading records, which can be brought into school everyday as children will read throughout the week and will need to record it in their reading records.

I have attached some reading comprehension style questions for you to have a go at if you would like.

### Times Tables

Please practice Times table rockstars this week. Children should have a gig to complete this week.

In class we will be practicing our times tables regularly but the more the children practice their times tables the more confident they will become.


If you do not have access to TTRS please let me know and I can provide log in details or alternative options.

### Spellings

Please find below (and on Spelling Shed), this week's spellings to practise at home. There will be a short test of these spellings next Thursday. I have differentiated spellings this week so some children will have different spellings than others so to find out which set of spellings your child should be practicing please look on Spelling Shed. Please encourage your children to practice their spellings every day.

This weeks spelling words are:

#### Main Spellings:

Spelling Shed 
Words with 'c' before 'y' and 'e'
medicine
voice
celery
century
pencil
princess
celebrate
centaur
circle
circus

## Differentiated spellings:

### Spelling Shed

Words where 'y' makes an /i/ sound

gym

mystery

Egypt

gymnastics

pyramid

synonym

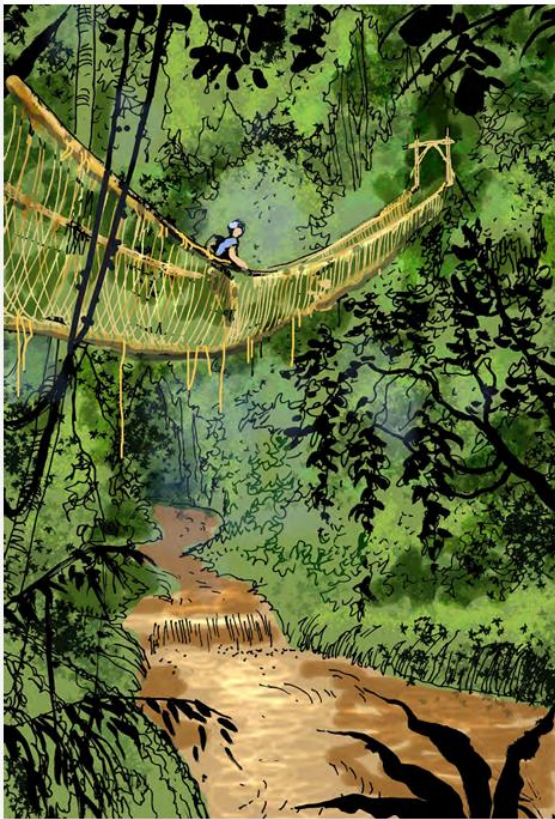
symbol

lyrics

myth

system

## Reading Comprehension



# An Indian Adventure

Hannah climbed up the steep step onto the ramshackle old bus and squeezed into the seat between her parents. Across the aisle a small child in a tattered t-shirt laughed and pointed.

"Why is he laughing at us?" whispered Hannah.

"Because Dad is too tall to fit onto the bus seat," said Mum.

The engine of the bus spluttered into life and they were jolted this way and that as the bus wove its way through the crowded streets, occasionally thudding down into the potholes which made them jump out of their seats so much that Dad banged his head on the ceiling several times. Suddenly the bus lurched to a halt and dozens of people poked their heads out of the windows to see what was going on. Hannah stretched as far as she could until she could see two skinny cows lying in the middle of road holding up all the traffic. The bus driver hooted the horn loudly but the cows carried on chewing and refused to move, they even ignored the

motorcycles dodging between the cars. Eventually the driver bumped the bus up onto the pavement and drove around them; passers-by ran in all directions and a lady in a bright blue sari snatched up her child and darted into a shop doorway as the bus rattled past.

The traffic thinned as they reached the outskirts of the city and the bus trundled along, stopping now and again to allow passengers to get on and off.

Hannah spotted a lorry lying on its side in the ditch, its cargo spilling all over the road, just before they got to their stop. As they got off the bus she noticed all the people who were sitting on the roof and she waved to them as the bus pulled away.

"Wow!" shouted Hannah as she saw the hanging rope bridge, which spanned the wide, rushing river, "are we going to cross that bridge? It looks so dangerous!"

"Bet it's not as dangerous as that bus!" said Dad as he rubbed the top of his head.

# An Indian Adventure

## Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Hannah climbed up the steps into the old

1 **bridge**      **train**      **plane**      **bus**

and sat down. The engine started and they were

2 **rocked**      **bounced**      **jolted**      **thrown**

this way and that. Dad banged his

3 **arm**      **head**      **knee**      **elbow**

several times. Suddenly they stopped because

4 **two skinny cows**      **a fat donkey**      **a large motorbike**

were holding up the traffic. The driver went on the

5 **gutter**      **roundabout**      **pavement**      **path**

to drive round the problem. They finally stopped at the

6 **lorry in the ditch.**      **the people on the roof.**

**the hanging rope bridge.**

Dad rubbed the top of his head as they got off.

## Section B

1 Why did a small child laugh at Dad?

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2 Why did the lady with the blue sari snatch up her child?

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3 Why did Dad rub the top of his head?

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4 What was Hannah's reaction to seeing people sitting on top of the bus?

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5 Name three dangerous things that are described in this story.

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6 Why was the rope bridge dangerous?

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7 What is a 'ramshackle old bus'?

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## Section C

Describe something you have seen that you thought was really dangerous.

## Fuel Up!

Cars need fuel to make them move, and so do our bodies. But instead of petrol, we humans need food and water to keep us going. Just as cars need good quality petrol to run at their best, we need good quality food. The better the food we eat, the better we feel, and the more energy we have. The right balance of the best foods will make us feel great.



1 What **two** things do humans need to keep going?

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2 Why do humans need good quality food? Give **two** reasons:

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3 Look at the section on page 2 called: ***Eating the Right Stuff***.

a) Why do you think the author decided to number the items 1-5?

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b) How else could the author have set out this information?

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## Eating the Right Stuff

Everything your body needs can be found in these five food groups:

1. Vegetables, beans and lentils
2. Fruit
3. Grains (bread, cereals, rice, pasta, noodles)
4. Milk, yoghurt, cheese
5. Meat, fish, poultry, eggs and nuts

### Did You Know?

Everyone should try to eat at least five pieces of fresh fruit and vegetables each day. You could have a banana with your breakfast cereal, an apple at break time, peas and sweetcorn with your dinner and a satsuma when you get home from school.

## What is the Eatwell Plate?

The eatwell plate highlights the different types of food that make up our diet, and shows the proportions we should eat them in to have a well-balanced and healthy diet. The eatwell plate includes carbohydrates to give us energy, protein to help us grow, and vitamins and minerals to keep us healthy and well. Eating a wide range of foods each week will give you a range of nutrients in different amounts, giving you the best fuel to keep you on the go.



Chips, cakes, sweets and soft drinks are often called junk food. They make up a very small proportion of the eatwell plate because they do not contain many healthy nutrients. They also contain a lot of sugar, salt or fat, which can make us put on weight and don't give us good, lasting energy. This doesn't mean we can't eat these things at all – just not too much or too often.

Compare what you eat each day to the eatwell plate. Are you eating the right proportion of each food type?

## Healthy Eating Tips

- Eat the fresh food first, so you'll have less room for the junk food!
- Choose fresh fruit and vegetables as snacks to eat between meals.
- Cut back on foods that are full of fat, sugar and salt. (Read food labels on packaged foods.)
- Eat a little slower! It takes time for our brains to work out when we're full, so try to eat more slowly.

- 4 Look at the sentence: *Everyone should try to eat at least five pieces of fresh fruit and vegetables each day.*

What do the words 'at least' mean in this sentence? Tick **one** box.

- Less than  More than
- Not less than  Much more than

- 5 Look at the section: **What is the Eatwell Plate?** Draw a line to match each food type with a reason why we should eat it.

Food type	Why we should eat it
Carbohydrates	To help us grow
Vitamins and minerals	To give us energy
Protein	To keep us healthy and well

- 6 How does the picture of the eatwell plate help us know what makes a healthy and well-balanced diet? Give **two** reasons.

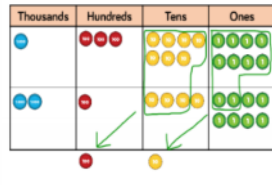
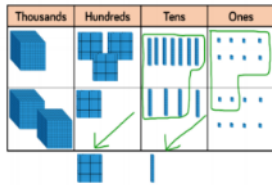
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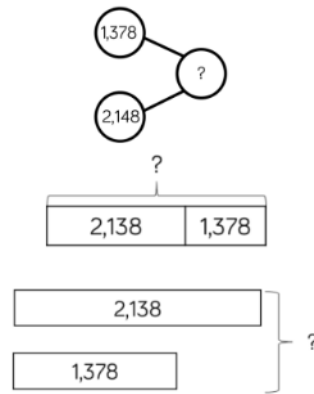


# Maths

Add two 4 digit numbers to 10 000



Children are encouraged to draw out and represent the counters in a place value chart, circling when they make an exchange.



$$1,378 + 2,148 = 3,526$$

1	3	7	8	
+	2	1	4	8
	3	5	2	6
		1	1	

- 1)  $5132 + 2016$       2)  $4365 + 1123$       3)  $5036 + 2310$       4)  $4425 + 2162$

$$\begin{array}{r} 5132 \\ + 2016 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

- 5)  $3207 + 2261$       6)  $4632 + 3154$       7)  $2536 + 453$       8)  $5143 + 426$

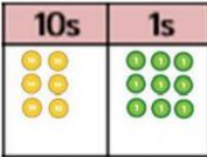
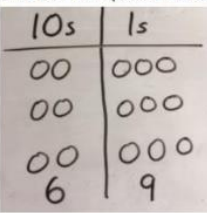
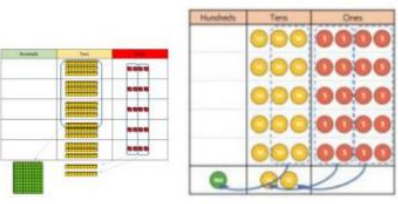
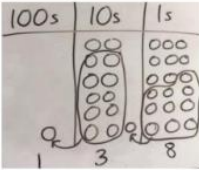
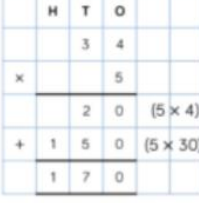

$$\begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} + \\ \hline \end{array}$$

<p>The class had 32 pencils, 54 markers, 19 crayons, and 27 colored pencils. How many writing tools did they have?</p> <p style="text-align: right;">★ A</p>	<p>I saw 16 bluebirds on the fence. On the house, there were 46 cardinals. At the bird feeder, there were 18 woodpeckers. There were 33 blackbirds flying away. How many birds did I see altogether?</p> <p style="text-align: right;">★ B</p>
<p>At the shelter there were 15 dogs, 87 cats, 22 rats, and 54 fish. How many animals are there at the shelter?</p> <p style="text-align: right;">★ C</p>	<p>At the circus, the clowns had 10 red balloons, 66 blue balloons, 91 green balloons, and 38 yellow balloons. If the clown put all his balloons together, how many would he have?</p> <p style="text-align: right;">★ D</p>

Objective	Concrete	Pictorial	Abstract
Multiply 2-digit numbers by 1-digit numbers	<p><b>Formal column method</b> with place value counters (base 10 can also be used.) <math>3 \times 23</math></p>  <p>6      9</p>	<p>Children to represent the counters pictorially.</p> 	<p>Children to record what it is they are doing to show understanding.</p> $\begin{array}{r} 3 \times 23 \\ 20 \quad 3 \end{array}$ $\begin{array}{r} 3 \times 20 = 60 \\ 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}$
	<p>Regrouping can also be modelled using place value counters:</p> <p><math>34 \times 5 = 170</math></p> 	<p><math>23 \times 6</math></p> <p>Children to represent the counters/base 10, pictorially e.g. the image below.</p> 	 <p>Progression if confident with expanded method above:</p> 

Calculate each product.

$$\begin{array}{r} 72 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ \times 9 \\ \hline \end{array}$$

### Multiplication Word Problems

George's football album holds 40 stickers on each page. There are 8 pages in his album. How many stickers can it hold?

Magazines cost £1.25. Beth buys 4 magazines. How much money does she spend?

A class of 32 children need a pair of wellies each for their school trip. How many children's wellies will there be in total?