

Good morning and happy Friday my lovely 5H! Xxx

To get yourselves ready...

- Make sure you're sitting somewhere comfortable with something to lean on, like a table.
- You need the tablet/laptop/screen on the table where you can see it.
- Get your pencil case and your orange homework book ready in front of you. (If you can't find your homework book, try and find some lined paper.)
- Get yourself a drink or your water bottle too 😊

Your timetable for today:

English: **I will be teaching this on Teams at 11.00am!**

Mindfulness

Maths

Reading

Art

Objective: To use relative clauses in sentences.

Success Criteria

1. I can recognise a relative clause.
2. I know what relative pronouns are.
3. I can write sentences with relative clauses in.

Relative Clauses

Relative clauses add extra information to a sentence.

They start with a relative pronoun - which, who or that.

The sentence **must** make sense if you take out the relative clause.

The relative clause has commas, brackets or dashes.

Look at these examples:

The pyramid, which towered above her, was built from heavy blocks.

An old lady (who was wearing a long robe) stood before him.

He pushed the door - that was huge - with both hands.

Try reading the sentences without the relative clauses - they still make sense! The relative clauses just give a bit of extra information.

Your task

Write descriptive sentences about the Egyptian artefacts on the next slides.

Every sentence must include a relative clause.

1*: Write your sentences like I show you on Teams today! (there are examples of this on the next slide)

2*: Write sentences including relative clauses and **which** and commas.

3*: Try and use some technical Egyptian vocabulary, as well as relative clauses with commas, dashes and brackets.

, which was yellow ,

The pyramid was enormous.

The pyramid, which was yellow, was enormous.

, which was very tall ,

The Egyptian mummy was decorated with hieroglyphics.
The Egyptian mummy, which was very tall, was decorated with hieroglyphics.





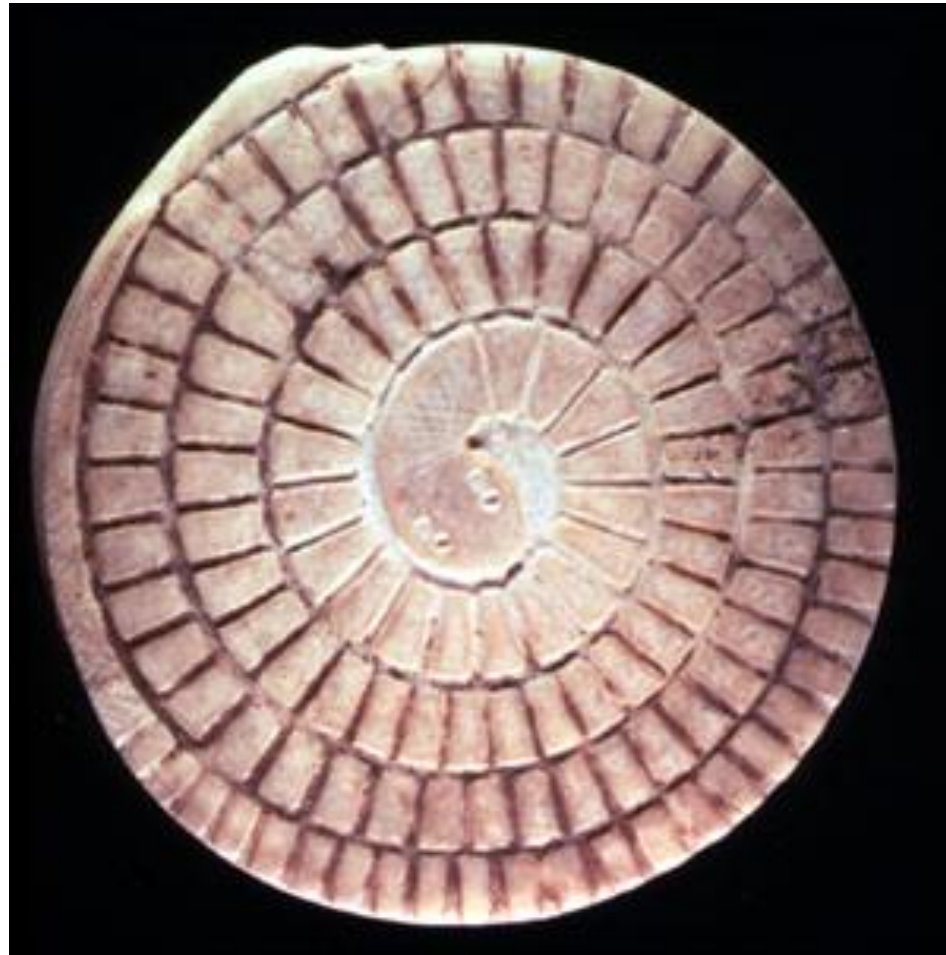
mummy and sarcophagus



mud brick house



animal toy



snake game



udjat eye



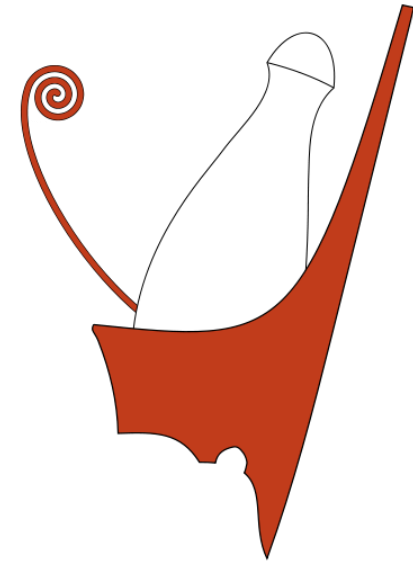
mirror



wall painting



canopic jars



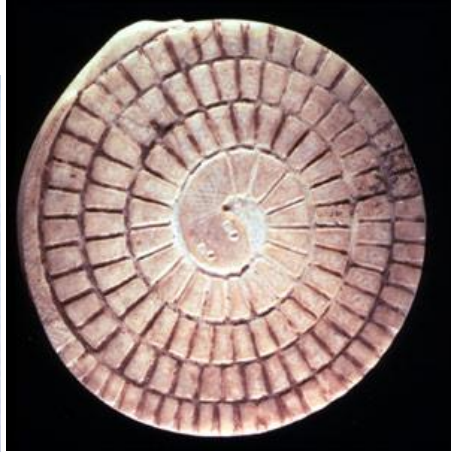
crown



pectoral



pyramids



Mindfulness: 5,4,3,2,1

FIND

5 things you can see
4 things you can touch
3 things you can hear
2 things you can taste
1 thing you can smell



Maths

To use the formal method to divide numbers up to 4 digits by 1 digit without remainders.

Success criteria


I know division is the process of sharing into equal parts.

I understand how to use written method to divide.

I can effectively divide numbers by 1 digit.


This week we are starting with **dividing** using **the bus stop method**.

DIVISION



Division is when we split up (or **divide**) a whole group into smaller equal groups.

This basket of six apples can be divided into three smaller baskets, with two apples in each.



Teaching Learning Resources

Look at the examples:

$$482 \div 2$$

2 4 1

$$\begin{array}{r} 2 \overline{) 482} \end{array}$$

- Put the big number (the dividend) in the bus stop.
- Put the small number (the divisor) outside.
- You need to think about your **2** times table.
- Ask yourself... 'how many **2**s go into **4**?' Count on your fingers and write the answer on top.
- Ask yourself... 'how many **2**s go into **8**?' Count on your fingers and write the answer on top.
- Ask yourself... 'how many **2**s go into **2**?' Count on your fingers and write the answer on top.

Watch this video for another, more challenging, example:

https://www.youtube.com/watch?v=5R37L_aMNvQ

Try these to practise:

1*: $609 \div 3 =$

2*: $428 \div 4 =$

3*: $3846 \div 6 =$

Your task

1*

1. $426 \div 2$

2. $802 \div 2$

3. $664 \div 2$

4. $396 \div 3$

5. $306 \div 3$

6. $848 \div 4$

7. $505 \div 5$

8. $615 \div 5$

2*

1. $429 \div 3$

2. $560 \div 4$

3. $615 \div 5$

4. $764 \div 4$

5. $288 \div 3$

6. $670 \div 5$

7. $488 \div 2$

8. $920 \div 4$

9. $363 \div 3$

10. $510 \div 5$

3*

1. $954 \div 9$

2. $637 \div 7$

3. $678 \div 6$

4. $665 \div 7$

5. $945 \div 9$

6. $864 \div 8$

7. $574 \div 7$

8. $708 \div 6$

9. $936 \div 9$

10. $623 \div 7$

Reading

Complete the reading questions on the next slide about chapter 2 of 'Cosmo Mars and the Egyptian Curse.'

To help, remember you can re-read the chapter on Fiction Express:

Use your log on information that I gave you last week for Fiction Express.

*Click on '**books**' on the side menu.*

*Scroll down to '**all level 3 books.**'*

Vocabulary

Find and copy three words for “said” that are used to show Miles’ character.

Inference

Which of these images, A, B or C, is closest to the description of the statue of Ra in the story? Why?



Predict

Why won't Ludwig be able to use the lamp in the tomb?

Explain

“Cosmo stared thoughtfully at the picture before joining the others in their search.”

Why do you think Cosmo stars thoughtfully at the picture?

Retrieve

“I may long for Nefertiti's jewels, but can you really see me grubbing around in the dust for them?”

What does the phrase “grubbing around” tell you about how Lady Montague think? Choose two.

She thinks she is too important to do practical work. _____

She thinks the jewels are like caterpillars. _____

She thinks archaeology is low, dirty work. _____

She doesn't like jewels that have been in the ground. _____

She thinks digging up jewels sounds fun. _____

Summarise

Copy the following events in order 1-5 to show the order in which they happened.

Miles Rutherford accuses Abdullah of burning the map.

Miles hangs his head in shame.

Abdullah says that he has asked Ra to protect Miles.

Miles accuses Abdullah of stealing the map.

Miles Rutherford says Abdullah is the most honest man he knows.

William Morris style art

Use google to look at William Morris style designs.

Go or look outside your house or in your garden.



Let the nature inspire you to create a design in the style of William Morris.

Can you fill a whole page with your design? You could incorporate leaves, trees, flowers, plants, fruit, vines etc. all into your design.

