

English:

Objective: To use possessive apostrophes.

This week we are going to focus on Spelling, Grammar and Punctuation tasks (SPAG). Each day, the children will look at a new skill for English with a task to support.

What Is Plural Possession?

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**. When we are talking about more than one thing, we call this **plural**.



The **dogs'** leads were too long.



The **children's** lunch was delayed.

If the noun is plural and ends with an s, we just attach the apostrophe to it without an additional s.

If the noun is plural and does not end with s, we add 's to the end.

Plural Possession

Now it is your turn. Read the singular form of the noun, make the noun **plural** and then show where the apostrophe would need to be to show **plural possession**.

Singular	Plural	Plural Possession
kitten	kittens	kittens'
actress	actresses	actresses'
baby	babies	babies'
knife	knives	knives'
child	children	children's
volcano	volcanoes	volcanoes'

Complete the sentences by making the singular noun into a plural noun and by using the apostrophe of possession correctly.

Example: The scarves' tassels are all red. (Noun: scarf)

The _____ shoes were all dirty.

(Noun: boy)

The _____ habitat is grassy and dry.

(Noun: lion)

The _____ summits were all covered in snow.

(Noun: volcano)

The _____ flesh was too ripe.

(Noun: mango)

The _____ dressing rooms are down the corridor.

(Noun: actress)

The _____ toys were all over the room.

(Noun: baby)

The _____ blades all needed sharpening.

(Noun: knife)



On the website, pick your star level (answers are included)...

Complete the sentences with the correct missing word.

Maths:

Objective: To multiply and divide by 1 and itself.

Use counters and hands to complete:

• 4 counters shared between 4 hands $\square \div \square = \square$

• 4 counters shared between 1 hand $\square \div \square = \square$

• 9 counters grouped in 1s $\square \div \square = \square$

• 9 counters grouped in 9s $\square \div \square = \square$

During today's learning children will explore what happens when you divide by 1 and itself. Children can demonstrate how both sharing and grouping can be used to divide by 1.

1* - See next slide for multiplying and dividing numbers by 1 and itself.

2* - Complete the White Rose Hub Questions.

3* - Complete the White Rose Hub Questions and then complete the grids focusing on multiplying and dividing by 1.

To multiply and divide by 1 and itself!
What does sharing mean?
What does grouping mean?

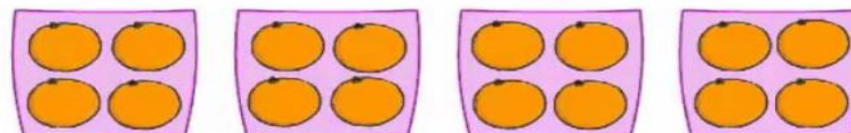


DIVISION BY SHARING

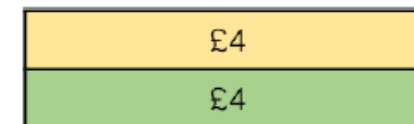
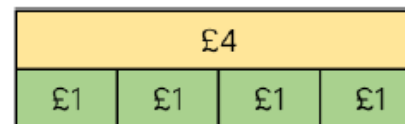
Examples

(a) Divide these 16 oranges equally between 4 families.

Each family gets 4 oranges.



Choose the correct bar model for the worded question:
Patsy has £4 in total. She gives away £4 at a time to her friends. How many friends receive £4?



Draw a bar model for each question and work out the answer

- Alan baked 7 cookies and shared them between his 7 friends. How many cookies did each friend have?
- There are 5 sweets. Children line up and take 5 sweets at a time. How many children have 5 sweets?



1 STAR TASK: Have a go at multiplying and dividing numbers by 1!

3 STAR EXTRA TASK!

A. Calculate:

1. $12 \times 1 =$

2. $1 \times 82 =$

3. $0 \times 1 =$

4. $25 \times 1 =$

5. $342 \times 1 =$

6. $212 \div 1 =$

7. $4567 \times 0 =$

8. $1 \times 1 =$

9. $0 \times 11 =$

10. $1 \times 31 =$

11. $0 \times 0 =$

12. $0 \div 1 =$

13. $50 \times 1 =$

14. $1 \times 50 =$

15. $1 \times 3983 =$

16. $26 \div 1 =$

17. $1 \div 1 =$

18. $156 \times 0 =$

C. Work your way across each grid applying each operation to the answer from the previous calculation.

Beginning Number	$\div 1$	$\times 1$	$\times 0$	$\div 1$	Ending Number
32					

Beginning Number	$\div 1$	$\times 1$	$\times 1$	$\times 0$	Ending Number
1					

Beginning Number	$\times 1$	$\div 1$	$\times 1$	$\div 1$	Ending Number
10 000					

Divide by 1 and itself

- 1 Annie has 5 cookies and some plates.



She wants to put 1 cookie on each plate.

- a) How many plates will she need?

- b) Complete the calculation. ÷ =

- 2 Annie has 5 more cookies.



She has 5 friends.

She shares the cookies equally between her 5 friends.

- a) How many cookies does each child get?

- b) Complete the calculation. ÷ =

- 3 a) Work out the calculations.

8×1

13×1

20×1

$8 \div 1$

$13 \div 1$

$20 \div 1$

- b) What do you notice about multiplying and dividing by 1?

- c) Use what you have noticed to complete these calculations.

$7 \times 1 = 7 \div \square$

$10 \div 1 = 10 \times \square$

$\square \times 1 = 18 \div 1$

- 4 Which cards have an answer of 1?

$7 \div 1$

$10 \div 10$

$5 \div 1$

$9 \div 9$

$18 \div 18$

$10 \div 2$

$6 \div 1$

1×1

$17 \div 1$

How do you know if a division has an answer of 1?

- 5 Write $>$, $<$ or $=$ to compare the calculations.

a) 4×0 $5 \div 1$ d) $13 \div 1$ 31×0

b) 24×1 $24 \div 1$ e) $8 \div 8$ $9 \div 9$

c) 1×9 $9 \div 1$ f) $10 \div 1$ $10 \div 10$

- 6 Work out these calculations.

a) $8 \div 4 \div 1$

c) $9 \times 4 \div 1$

b) $25 \div 1 \div 5$

d) $12 \div 1 \times 4$





c) Use what you have noticed to complete these calculations.

$$7 \times 1 = 7 \div \square \quad 10 \div 1 = 10 \times \square \quad \square \times 1 = 18 \div 1$$

4 Which cards have an answer of 1?

$7 \div 1$	$10 \div 10$	$5 \div 1$
$9 \div 9$	$18 \div 18$	$10 \div 2$
$6 \div 1$	1×1	$17 \div 1$

How do you know if a division has an answer of 1?



5 Write $>$, $<$ or $=$ to compare the calculations.

a) 4×0 ○ $5 \div 1$	d) $13 \div 1$ ○ 31×0
b) 24×1 ○ $24 \div 1$	e) $8 \div 8$ ○ $9 \div 9$
c) 1×9 ○ $9 \div 1$	f) $10 \div 1$ ○ $10 \div 10$

6 Work out these calculations.

- | | |
|-----------------------|-------------------------|
| a) $8 \div 4 \div 1$ | c) $9 \times 4 \div 1$ |
| b) $25 \div 1 \div 5$ | d) $12 \div 1 \times 4$ |

7

$$\heartsuit \div \heartsuit = \blacktriangle$$

Complete this calculation.

$$\blacksquare \times \blacktriangle =$$

How did you work this out?

8

Rosie has 14 birthday invitations. She wants to give them out to children in her class. Each child will get 1 invitation each.

I did $1 \div 14 = 14$ to work out how many people I can give the invitations to.

What mistake has Rosie made?

9

Explain how each image shows $16 \div 1$

16

Reading:

Objective: To compare Tom from the start of the story with now.

Task 1... Answer the following questions.

Prior to reading: Sand and Sudan

Text Title: *The Boy Who Biked The World by Alastair Humphreys*



What did Tom check around his sleeping bag for?

Why does Tom now always check his shoes?

How long did it take Tom to research the small town?

Task 2...

Tom has changed a lot during his trip so far. Physically, his hair has grown and he is dirtier than usual. Tom doesn't have access to washing facilities all the time. He is fitter with all his biking around the world.

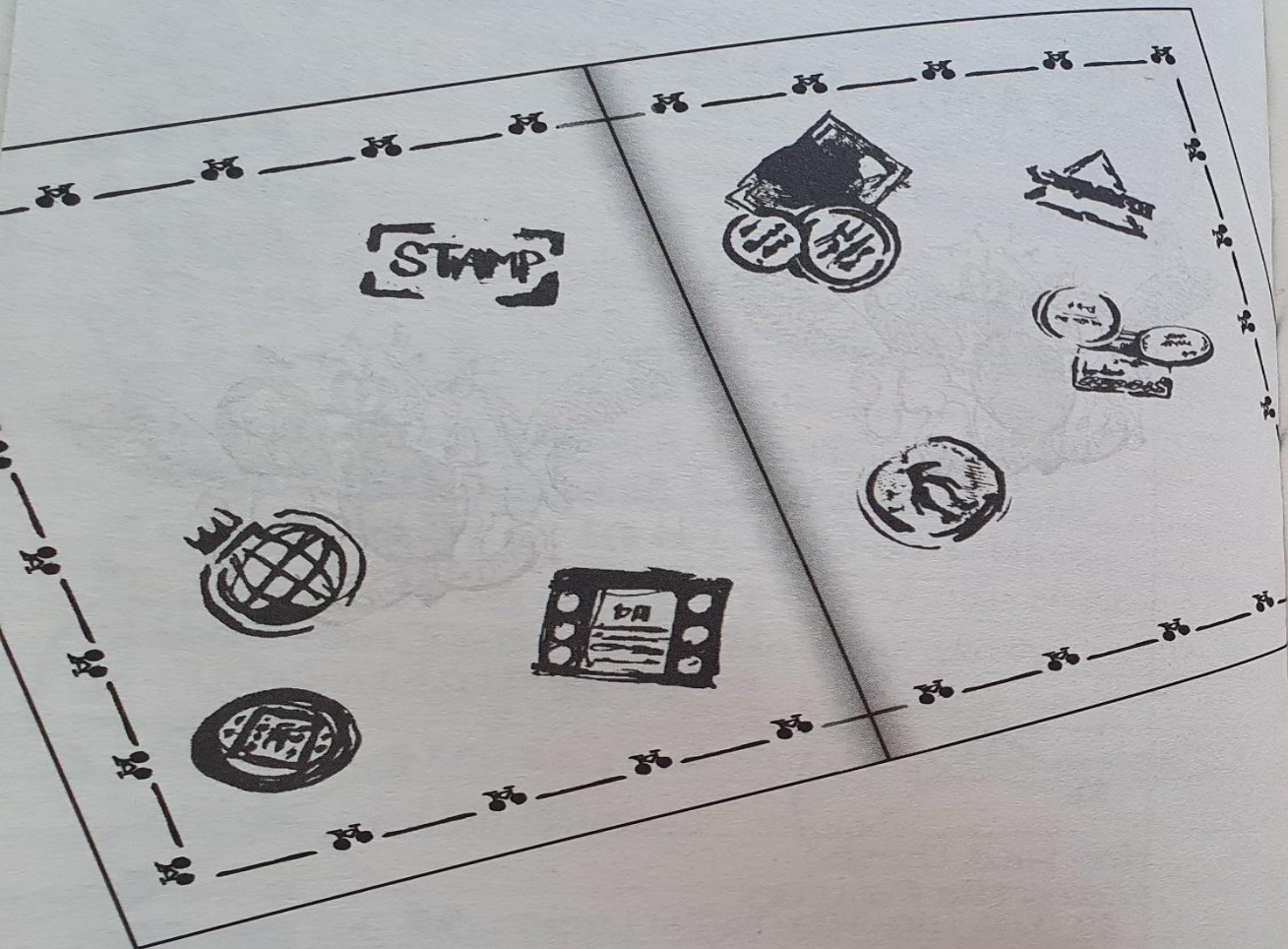
Draw 2 boxes on a page or split your page in half (landscape).

In one box, draw a picture of Tom at the start of his journey.

In the second box, draw a picture of Tom currently.

2/3* - Write a paragraph explaining how he is different.

1* - Write 2 or 3 sentences on what has changed with Tom.



SAND AND SUDAN

An hour after crossing the border the road suddenly stopped; it was the end of the road. Tom would not see another proper paved surface for many months to come. He hoped that his bike would be strong enough to cope. He hoped that he would be strong enough to cope.

He rode off the smooth tarmac and into the desert. The desert! Silence. Heat. Flat, hot silence in all directions. He sipped from his water bottle, wiped sweat from his eyes, and began to ride. Instantly he was bouncing and shaking around, his bags were rattling and his speed dropped right down. Tom looked around. There were no tall sand dunes or camels like you would imagine you'd find in a desert. There was just a shimmering emptiness. So this was what a desert was like ... Wow!

Day after day he moved slowly over the flat, stony plains, or dragged his heavy bike through deep sand. He was hot and thirsty but he knew he had to keep going. He steered by his compass, heading south all the time. At night he laid his sleeping bag out on the sand (after checking carefully for scorpions) and stared up at the moon as he fell asleep.

At dawn, as the orange sun rose slowly over the horizon, Tom would pack away his sleeping bag, eat a handful of dates for breakfast (he had read a book about the Bedouin desert people, and they had always eaten dates), brush his teeth, and put on his shoes. Before he put his shoes on he had to remember to shake them out to make sure that no scorpions were sleeping inside. This was a funny habit to get into and Tom often forgot to do it. It was something he never had to do back in his normal life. But one day a big fat scorpion crawled out of his shoe while Tom was eating breakfast. After that he never, ever forgot to shake his shoes again!

Tom checked his compass, even though by now he knew that the sun rose in the east so that as long as he kept the sunrise on his left side then he was heading south, and off he went again. Another day had begun. He was making good progress across the Nubian Desert.

But Tom's bike was heavier than ever. His bags were rammed with food and bottles of water. He knew that he had to be very careful to make sure his supplies lasted. He had to save his water, so did not waste any washing himself or his clothes. He wore the same clothes day and night, which became crusty with salty sweat. His hair was knotted and tangled and his face was covered in dirt and dust. He was dirty and stinking and disgusting. And he loved it! This was adventure! This was the desert everybody had told him was impossible, but he was having the time of his life!

After three weeks, Tom reached a small town. He rode across the hot sand and back onto a road once more.

The road was only made from gravel, but after rattling through the desert it seemed very luxurious. It felt strange to be back in civilisation again: there were flies in the air and old cans and piles of rubbish lying in the streets. The silence was over; he heard engines and music and conversation. But what Tom was most fascinated by was to see people again. Sudanese men wear long, flowing white robes and the women wear beautiful, multi-coloured robes. As Tom walked through the village, looking for the central water pump where he could refill his bottles and wash his face, he could not stop staring at people. He saw fat people and thin people, tall people and short people, young people and old. He was fascinated how every human looks slightly different even though they all have two eyes, a nose, a mouth ...

Being on his own in the wilderness for a long time made Tom much more observant about normal, everyday things. He had loved the beauty and the silence of the desert and the successful challenge of trying to survive out there on his own. But he was glad to be back amongst people once again.

DISCUSS...

Why was his bike heavier?

Tom Before

Tom Now

A world map with a light blue background and yellowish-green landmasses. A red line representing a latitude or longitude line runs vertically through the center of the map. The text is centered over the map.

Other activity
Topic

Day and Night



Can you explain why we have day and night time?

The Earth spins on its axis (an imaginary line) and over the course of 24 hours, different parts of the planet are facing towards the Sun and different parts are facing away from it.

When we are facing away from it, it is night time.



When we are facing towards the Sun, it is day time.

What Time Is It Now?

Time is different depending on where you are in the world.
If it is daytime in the UK, it will be night-time in Australia.

How do time zones work?

Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the Sun is highest, we have to divide the world into time zones.

The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. $360 \div 24 = 15$ degrees, so the Earth turns 15 degrees each hour.

The Earth has 24 different time zones- one for each hour in the day.

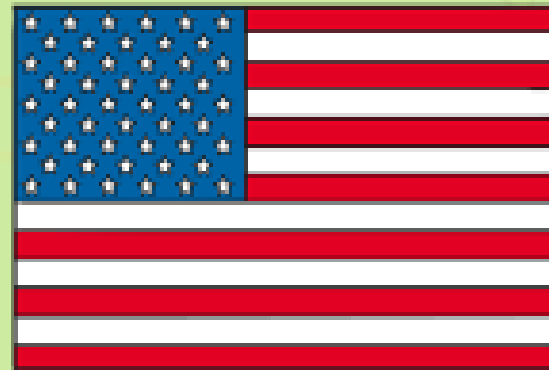


The Time Zones

All time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich Meridian or the Prime Meridian. Time at the Greenwich Meridian is known as Greenwich Mean Time (GMT) or Universal Time.



The Eastern time zone in the United States is known as GMT minus five hours (see map on the next slide) This means that when it is noon in the Eastern USA, it is 5pm in Greenwich.



The Time Zones



The Time Zones



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What's the Time in...?

What's the Time in...?

	London 10:00	Los Angeles _____	
	London 11:00	New York _____	
	London 12:00	Beijing _____	
	London 13:00	Washington _____	
	London 14:00	Edinburgh _____	
	London 15:00	Winnipeg _____	
	London 16:00	Perth _____	
	London 17:00	Sydney _____	

Challenge! Can you find out...

When do we change our clocks in the UK? Is there a way to remember?

Why do we do it? Do you agree with it?

How does the time change in the UK?

Does this change impact the UK world time zone?

On what date will we next change our clocks in the UK?

Do other countries do the same?

What's the Time in...?

The International Date Line is 180° -on the opposite side of the world-from the Prime Meridian. When it is noon along the Prime Meridian, it is midnight along the International Date Line.

It is possible to travel back in time, but only to 23 hours ago...

If you flew from Apia, Samoa (on the Western side of the International Date Line) to Pago Pago, American Samoa (on the Eastern side) it would take less than an hour. But because you have crossed the IDL, you would arrive 23 hours before you left!

