

Bedmond Academy

Home Learning

Week 4

Challenge 2

Guided Reading

Some of the resources used on this document are from Twinkl.



Remember to carry on reading every day, as we would do in school.

One Tiny Mistake

When I received my first magic wand for my twelfth birthday, I could not have been more excited. I imagined pointing it towards a pile of dirty clothes and having them magically cleaned and folded before my eyes. I'd dreamed about turning my vegetables invisible so I didn't have to eat them for dinner. I never imagined that I would spend the next year of my life trapped inside a bottle.

One tiny, little spell gone wrong was all it took to shrink me. My family think that I ran away to a school for witches. They knew it had always been my dream. What they don't know is that I've been here all along; sat on the dusty shelf in my old bedroom, tapping on the glass and praying that one day they will hear me.



Activity One: Please read this text and answer the questions below in full sentences.

1. Who is the narrator of this story?
2. Did the narrator mean for this to happen? Use evidence from the text to support your answer.
3. What story do you know that has a similar theme?
4. Sum up the story in 20 words or less.

Activity Two: This is a painting by an artist called Henri Rousseau. The painting is called 'Tiger in a tropical storm'. Look at the painting and answer the questions below.

1. What can you see in the painting?
2. How does the painting make you feel? Why?
3. Why do you think the artist made it?



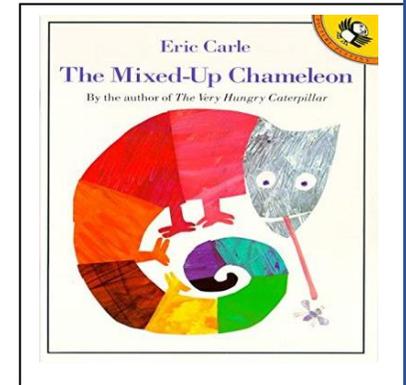
Tiger in a Tropical Storm (Surprised!), 1891
by Henri Rousseau

Here is a link so that you can read up some facts about the painting and the artist. https://kids.kiddle.co/Henri_Rousseau

English

This week we will focus on the story 'The mixed up Chameleon' by Eric Carle. The Chameleon in the story forgot who he was. His life was not very exciting until one day he discovered that he could change not only by colour but by size and shape too. When he saw the wonderful animals at the zoo, he immediately wanted to be like them. He ended up being like all of them at once which had hilarious result. Watch and listen to the story on the link below.

<https://www.youtube.com/watch?v=FrmZeXf7ScU>



Activity one: Create your own mixed up animal. Draw or make it and then write a description about your animal. Remember to **use adjectives** and **adverbs**.



Activity two: The Chameleon did not like who he was in the beginning of the story but at the end he realised that it was best to just be himself. Complete this activity.

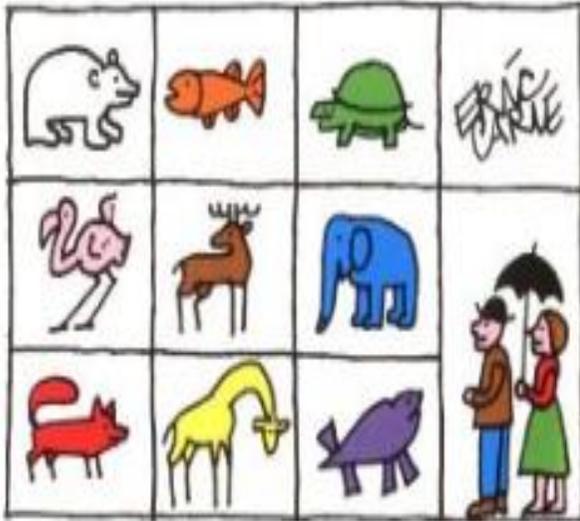
"The Mixed-Up Chameleon"

The chameleon in the story forgot who he was. How do you tell someone who you are? What do you like to do? What kind of character (nice, helpful) do you have? What do you like about yourself?

Describe to someone what makes you the person you are.

Topic Sentence:
If I had to tell someone who I was, I would say ...

Activity three: There are many different animals in the story. Could you choose one of them and research some facts about it. Write a non-chronological report about your chosen animal. Use the checklist below to ensure you have included all the features of a non-chronological report.



Topic title covers the whole subject.	Non-chronological reports use factual language .
Brief introduction paragraph gives who/what/where overview.	Present tense verbs (unless it is a historical report, then would be past tense).
The information is organised into paragraphs .	Technical language may be explained in a glossary.
Each category has a sub-heading .	Third person makes it impersonal.
Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .
Extra details support the main points.	General language , not particular examples.

Challenge X: Complete the following Grammar and punctuation tasks.

Grammar and Punctuation

Which words below make a **compound word** when combined?

- box
- park
- bird
- board
- water
- skate
- jump
- black



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Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.

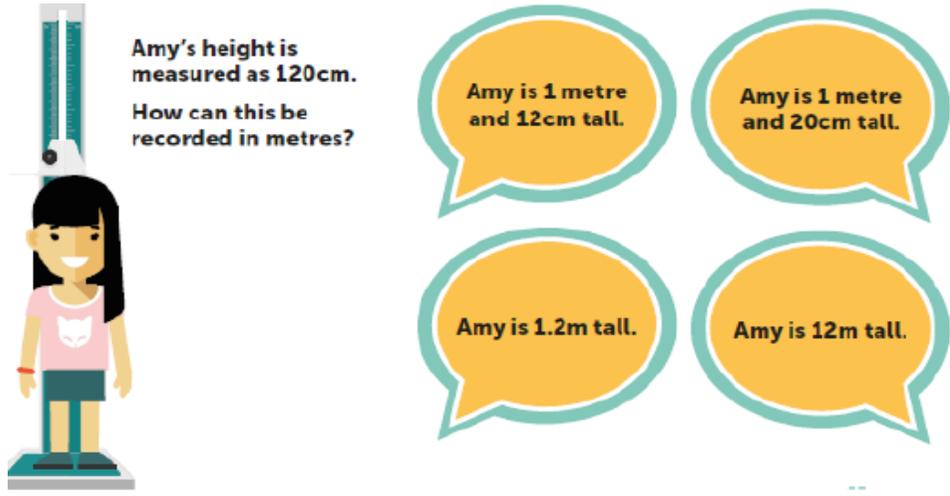


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Maths

This week we will focus on measure and problem solving.

Activity one: Discuss this cartoon with a partner



How can we convert the units of length?

Find some objects to measure using a ruler or tape measure. First estimate the measurement and then measure and record them in metres, centimetres or millimetres, as appropriate.

Activity two: Convert these units of measure.

Centimetres	Metres
	0.475
	0.236
	0.606
	0.414
	0.264
	0.965
	0.353
	0.267
	0.424
	0.398

Metres	Centimetres	Millimetres
		871
		259
		522
		916
		840
		983
		365
		587
		339
		112

Activity three:

Solve the following problems.

- 1) Amanda and Frances are racing cars down a ramp.



Amanda



My car travelled 2m and 19cm.

Frances



My car travelled 209cm. That's further than yours.

Do you agree with Frances? Give your reasons.

- 2) Margaret and Oliver are completing this part-whole model.

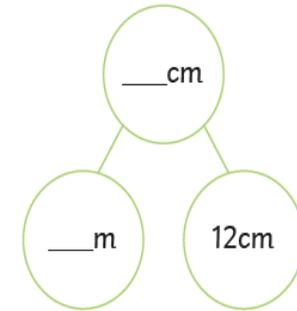
Oliver



I think there's more than one answer.

There's only one way to complete it.

Margaret



Who do you agree with? Explain your reasoning.

- 3) "Lengths measured in metres are longer than lengths measured in centimetres."

Is this always, sometimes or never true?

Challenge X:

$$1L\ 800ml + \square = 3L$$

How many different ways can you solve this?

$$\square + 300ml + \square = 1L\ 500ml$$

Saturday: 3km 700m
Sunday: 1km 400m

How far did Kara run in total this weekend?

Before the summer holiday, the sunflower was 1m and 80cm tall.

During the holiday it grew 40 extra centimetres. What was the height of the sunflower after the break?

History and Geography

This week we will be learning about the history of British railways and we will plot some railway lines on a map.

Activity one: Cut and sort the following cards into chronological order. Create a timeline showing the growth and changes of Great Britain's railway network. What do you think was the biggest change? Why?

1914 - 1923 During and after World War 1, the government took control of all Great Britain's railways.	1948 The Railways were nationalised (government controlled). The Big Four were merged together to form British Rail.	1994 - 1997 British Rail was privatised (sold off to different companies).
1807 The Oystermouth Railway was the first passenger carrying line using horses to pull carriages.	1700s - early 1800s Horses pulled mine carts along tracks in the coal mines.	1830 The Liverpool and Manchester Railway line opened.
1825 The Stockton to Darlington Railway was the first passenger carrying line using steam engines to pull carriages.	1840s Railway Mania! Lots of new railway companies were set up and new lines were built.	1923 Great Britain's 120 railway lines were grouped into 'The Big Four' (four main railway companies).

Activity two: Use the map of Great Britain and plot the railway lines below on the map.

Locate the main cities on the railway lines and then mark the railway line on your Map of Great Britain. Remember to use a different colour or pattern for each railway line and write a key to show the different railway lines you have marked on your map.

Line	Some Main Stations
Liverpool to Manchester Railway Line	Liverpool, Rainhill, Manchester
East Coast Main Line (The Flying Scotsman Express Passenger Service)	London, Leeds, York, Darlington, Newcastle, Edinburgh
West Coast Main Line	London, Birmingham, Liverpool, Manchester, Glasgow
Cross Country Route	Bristol, Birmingham, Sheffield, Leeds, York
Midland Main Line	Birmingham, Sheffield, Leeds