

Bedmond Academy

Home Learning

Week 5

Challenge 3

English

Reading

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



There are 3 extracts from *The Wind in the Willows* alongside some inference questions. Inference means that you need to look for clues in the text. The answers might not be explicitly written.

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a bucket of white paint; till he had dust in his throat and eyes, and splashes of white paint all over his black fur, and an aching back and tired arms. Spring was in the air above and in the earth below and even in his dark and simple little house. It was small wonder, then, that he suddenly threw down his brush on the floor, said, "Bother!" and "O blow!" and also "Hang spring-cleaning!" and ran out of the house without even waiting to put on his coat. Something up above was calling him and he made for the steep little tunnel that would take him nearer to the sun and air. So, he scraped and scratched and scabbled, and then he scabbled and scratched and scraped, working busily with his little paws and muttering to himself, "Up we go! Up we go!" till at last, pop! His snout came out into the sunlight and he found himself rolling in the warm grass of a great meadow.

"This is fine!" he said to himself. "This is better than painting!" The sunshine felt hot on his fur, soft breezes stroked his heated brow, and after the loneliness of the cellar he had lived in so long, the song of happy birds fell on his ears almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he chased his way across the meadow till he reached the hedge on the other side.

It all seemed too good to be true. Here and there, through the meadows, he rambled busily along the hedgerows, across the woods, finding everywhere birds building, flowers budding, leaves thrusting—everything happy, and busy, and occupied. And instead of having an uneasy conscience pricking him and whispering, "white paint!" he somehow could only feel how jolly it was to be the only lazy animal among all these busy citizens. After all, the best part of a holiday is perhaps not so much to be resting yourself, as to see all the other animals busy working.

He thought his happiness was complete when, as he strolled aimlessly along, suddenly he stood by the edge of a river. Never in his life had he seen a river before—this sleek, winding animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again. All was a-shake and a-shiver—glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced and fascinated. By the side of the river, he trotted as one trots when very small, by the side of a man who holds one spell-bound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, babbling the best stories in the world, sent from the middle of the earth to be told at last to the hungry sea.

...As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye. Dreamily, he fell to considering what a nice snug dwelling-place it would make for an animal with few wants. He was fond of a bijou riverside residence, above flood level and remote from noise and dust. As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, then twinkled once more like a tiny star. But it could hardly be a star in such an unlikely situation; and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him, and so declared itself to be an eye; a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

A grave, round face, with the same twinkle in its eye that had first attracted his notice.

Small, neat ears and thick, silky hair.

It was the Water Rat!

Then the two animals stood and regarded each other cautiously.

"Hullo, Mole!" said the Water Rat.

"Hullo, Rat!" said the Mole.

"Would you like to come over?" enquired the Rat presently.

"Oh, it's all very well to talk," said the Mole, rather sulkily, he being new to a river and riverside life and its ways.

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole's whole heart went out to it at once, even though he did not yet fully understand its uses.

1. How do we know that Mole did not like spring cleaning? How can you tell?
2. Why did Mole have 'an aching back and weary arms'?
3. What leads you to think that Mole lived underground? Find and copy the clues from the text.
4. How does the description of the grass and sun help to tell you the time of day?
5. Where do you think Mole was going? What do you think he was going to do?
6. Why would Mole have an 'uneasy conscience'?
7. Do you think that Mole really believes that it is better to be resting on holiday or watching others work? Why?
8. Why has Mole 'never... seen a river before'?
9. What does the description that the river 'chattered' tell you about how it sounded?
10. How could the river tell stories of the world if it was located in one place?
11. How do you think Mole felt as he saw something move on the opposite bank?
12. Why did the animals 'regard each other cautiously'?
13. Why did rat wait until 'presently' to invite Mole to the other side of the bank?
14. What do you think Mole was feeling when he saw Rat's boat? How do you know?
15. When the Mole and Rat got back to Rat's home, what do you think they might do? Give reasons for your opinion.

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

Grammar – Plural and possessive -s

Plural



Plural = more than one.

The plural for many common nouns are formed by adding an -s.

Singular	Plural
dog	dogs
garden	gardens
handbag	handbags

Possessive -s

An -s can be added to show possession of a **singular** noun, however it needs to have an apostrophe in the correct place to make it grammatically correct.

The new teacher belongs to the school, which is singular.

School's new teacher

To form the possession of a singular noun, add an apostrophe, followed by the letter -s.

Singular	Plural	Singular Possession
dog	dogs	The dog's fur.
garden	gardens	The garden's flowers were pretty.
handbag	handbags	The handbag's handles were big.

I would like you to read the sentence below and decide if the sentence is a plural or possessive –s in the sentence. You need to copy and sort them in to a table.

1. I enjoyed using my friend's scooter.
2. I borrowed my dad's trainers to go to the park but they were too big!
3. The dogs were barking wildly by the gates.
4. The birds sat in the trees and twittered.
5. Jack had two dogs, which he had taken for a walk.
6. The wheels on my bike were flat.
7. Jess's running was the fastest in the park.
8. I fed some bread to the ducks.
9. There were two slides, one for babies and one for larger children
10. The park's sign read 'do not drop litter.
11. We ate out lunch on the café's outdoor seats.
12. The ice cream van's music was playing to entice the children to buy from them.

Challenge X:

a

Place a comma after the fronted adverbial in the sentence.



Holding on tightly Humpty Dumpty sat on the wall.

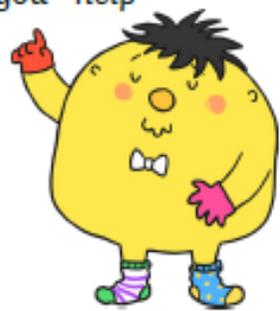
b

Think of TWO different adverbs that could describe this verb:

They sang _____. They sang _____.

c

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find TWO of them?



cycle

d

Can you think of a determiner and a verb beginning with...

	determiner	verb
the letter t?		
the letter o?		

e

Circle the suffix in the words in bold.

The new kitten was extremely **playful**.
Louise stroked it **softly**.



f

Write the prefix word which is the opposite of:

fair - _____
correct - _____

Writing

I would like you to look at the picture to the right and the story opener below. I would like you to complete the story using the opener.

I am looking for you to use the grammar in the activity before. You are challenged to use plural and progressive –s at least 3 times in your story.

Keeping her eyes fixed on the fish, she prepared to pounce. The ice-cold water made her paws tingle, the sound of the cascading water around her filled her ears, and she could feel her heart pounding inside her chest. Her senses were more alert than ever.

Over years of practice, however, she had perfected the art of blocking out all possible distractions, focusing only on catching her prey.

Her cubs watched from the beach, learning from her every move. She couldn't afford to teach them bad habits. Every move and every second counted...



Challenge X: To research brown bears and write a non-chronological report on them. You need to include headings and at least 4 clear paragraphs. Each paragraph must have lots of detail and you must not copy the information from online – it must be your own words.

Maths – Fractions, decimals and percentages problem solving

This week we are looking at solving problems around topics already covered this year. You will need to think back to your work on decimals, percentages and decimals as well as your work on perimeter.

A crime has been committed! Your job is to work out who committed the crime.

Each suspect has completed some proportion related activities.

The proportion statements and problems include mistakes.

Every character has made mistakes, but the criminal seemed to have made more than most!

As a detective, you first need to work out **who** committed the crime. As a mathematician, obviously you will want to find the mistakes each suspect has made and use these to work out the correct answers. You might be able to explain why they may have made some of the mistakes too.

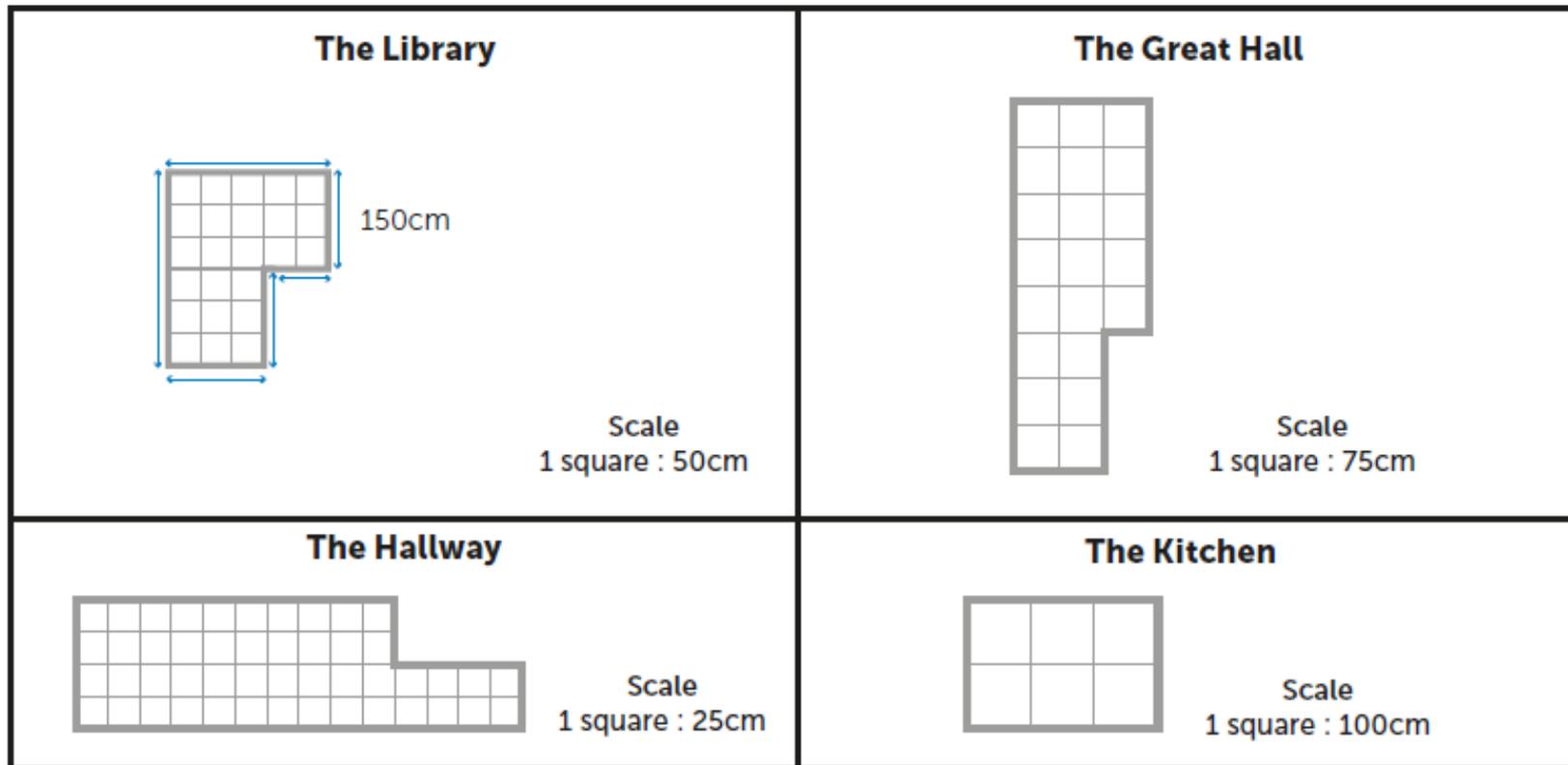
Mrs Rainbow made the following statements:	Doctor Blue made the following statements:	Professor Green made the following statements:	Mr Yellow made the following statements:
<p>10% of an hour is 10 minutes.</p> <p>One fifth = 0.2</p> <p>15% of £25 = £37.50</p> <p>0.25 > 15%</p> <p>Half of 500ml = ¼ litre</p> <p>9% = 0.09</p>	<p>One quarter of a day is 6 hours.</p> <p>0.75 = 75%</p> <p>90% of £180 = £162</p> <p>10% = 0.01</p> <p>3 ¼ km = 3250m</p> <p>0.05 = ½</p>	<p>½ of one kilometre = 500m</p> <p>¾ = 3.4</p> <p>2% of £3 = 6p</p> <p>50% > 0.49</p> <p>14.05kg = 14 ½ kg</p> <p>40% = ⅘</p>	<p>75% x £2 = £1.50</p> <p>¼ = 25%</p> <p>99% of £9 = £8.90</p> <p>0.4 > 39%</p> <p>3m 6cm = 3.06m</p> <p>0.1 = 1%</p>
<p>A container has ⅓ the capacity of a jug. The jug can hold 1.5 litres. The capacity of the jug and the container altogether would be 1.8 litres.</p> <p>Apples cost £1.87 for 6. 18 apples would cost £5.61</p> <p>20% of £27.50 = £2.75 x 2</p> <p>⅝ litre = 625ml</p> <p>17/10 > 1.5</p>	<p>Two children weigh their marble collections. One bag of marbles weighs 186g. The other bag weighs 3 times as much. The difference between the two bags is 372g.</p> <p>48 is 50% of a number. The number is 24.</p> <p>11% of 6200m = 620m + 62m</p> <p>¾ of kg = 7500g</p> <p>89/100 < 0.9</p>	<p>Bob cut off 30% from a plank of wood. The piece he cut off measured 63cm. The original wooden plank was 2.1m.</p> <p>The difference between ¼ of £15 and 50% of £10 is £1.75.</p> <p>50% of 674miles = 337miles</p> <p>⅔ of an hour = 40 minutes</p> <p>2½ > 2.25</p>	<p>60% of books in a class library have been read by November. There are 48 books, which have not yet been read. There are 120 books in the library.</p> <p>18 is 90% of a number. The number is 20.</p> <p>15% of £25 = £37.50</p> <p>3 ¼ > 7 halves</p> <p>3.4 < 3⅙</p>

Maths – Perimeter problem solving

The criminal has been identified, now you have to work out **where** the crime was committed.
The crime was committed in the room with the second largest perimeter.

I will need to know the perimeter of each room and I can work that out by adding up all the lengths.

Next, I will need to put the perimeters in order and find the one that is the second largest.



The room with the second largest perimeter is where the crime was committed.

Challenge X: Write your own 'clues to a crime' suspect statements. Make sure you know which suspect is the criminal and try to include mistakes that could easily be missed so that the detective has to work hard.

Practise your Times Tables using the simulator:

<https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator>

Science

Chimpanzees are an endangered species and I would like you to research the threats that they face in the wild. The Jane Goodall Institute works to protect chimpanzees I would like you to create an advert to ask for donations to the Institute. *You have a choice of formats you're your adverts. You may wish to let create a poster, leaflet, television advert or radio advert.* I am looking for descriptions of Jane Goodall's work and who can explain why chimpanzees are in danger of becoming extinct.

Theme

Now you have refined your skills when drawing animals in the rainforest, I would like you to focus on drawing plants and trees this week. I have found some videos online to help you with this. The activity I am asking you to do is a rehearsal. It is to practice the skills needed to draw rainforest plants. I am not asking you to create your whole scene this week. Use this time as if you are using your sketch book, so practice and allow yourself to make mistakes. Do not use rubbers if you can help as this is not the final product.

https://www.youtube.com/watch?v=2s4hQM_cjcs – drawing a rainforest

<https://www.youtube.com/watch?v=zpeCh99z6eA> – drawing a river surrounded by trees

https://www.youtube.com/watch?v=Lu_OAi54xyl - step by step simple rainforest

<https://www.youtube.com/watch?v=Q9xSSfr8lZw> – drawing rainforest flower

<https://www.youtube.com/watch?v=gbiM4MZO1O4> – drawing 4 types of rainforest plants