

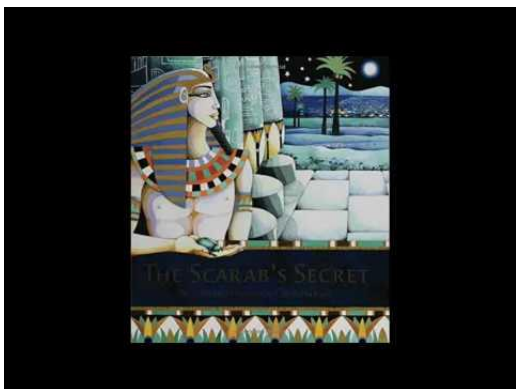
WALT - Can I identify and use fronted adverbials?

Fronted adverbials go at the beginning of a sentence and are followed by a comma.

They tell the reader when, where or how something is happening.

Log onto your Microsoft Teams. Open the Sway about Fronted adverbials. A paper copy of the slides is also in your pack.

Read through the slides and complete the activities. There is a quiz to do too! Your teacher will be able to see your responses to the quiz!



WALT: Can I recognise and find factors?

Factors are whole numbers (no decimals or fractions) which multiply together to make a number (product).

For example: can you think of all the numbers (factors) that multiply together to make 12?

$1 \times 12 = 12$ so 1 and 12 are factors of 12.

$2 \times 6 = 12$ so 2 and 6 are factors of 12.

$3 \times 4 = 12$ so 3 and 4 are factors of 12.

I have worked systematically here by going from 1 x in order (1,2,3). This helps to be accurate and find all the factors. When the numbers repeat, you know you have found the factors. I stopped at

$3 \times 4 = 12$

Because the next one would be $4 \times 3 = 12$. I have already found 3 and 4 as factors of 12 so they have been repeated and I can stop there.

Therefore, the factors of 12 are 1,12,2,6,3 and 4.

Notice how most often factors come in pairs as 2 numbers times together. Can you think of a case where there won't be a factor pair?

Think about it whilst finding the factors of 25.

$1 \times \underline{\quad} = 25$ so 1 and $\underline{\quad}$ are factors of 25.

I skip 2 as 25 doesn't split equally into 2

I skip 3 as 25 doesn't split equally into 3

I skip 4 as 25 doesn't split equally into 4

$5 \times \underline{\quad} = 25$ so 5 and $\underline{\quad}$ are factors of 25.

Have the numbers started repeating yet? Once the numbers repeat, you know you have found them all.

Now complete the worksheet on finding factors:



If you need help with your home learning ask an adult. Or an adult can email info@scraptoftvalley.leicester.sch.uk to ask about home learning if needed.

Non-core - Well-being/Character muscles

We need lots of concentration to be a good learner in school and at home. Concentration is one of our Character Muscles at Scraftoft Valley Primary School.

Improving our memory is one way that we can train our brains and improve our concentration skills. Let's get working on this!

Task 1 - Play the 4 times tables memory game in your pack by cutting out the cards.

Task 2 - Give your brain a workout by seeing if you can cover the patterns in your pack and then copying them without looking.

An Amazing Fact a Day

Memory Workout

Amazing Fact

Scientists have discovered that you remember things better if your body is in the same position as it was when you first learned or experienced the thing you are trying to remember.

Challenge

Try the memory challenges below to give your memory a good workout!

1. Look carefully at the designs in the boxes on the left then cover them up.
2. Copy and complete the design as accurately as you can into the box on the right.
3. Once you have copied the design, uncover the original design and see how accurate you were.



Task 3 - Go to the website below if you want to give your memory more of a workout. There are lots of memory games to try!

<https://www.learninggamesforkids.com/memory-games.html>

Handwriting/Spelling

Carefully copy a line of each of these words in joined handwriting. They all begin with the prefix 'anti' which means 'against/opposite.'

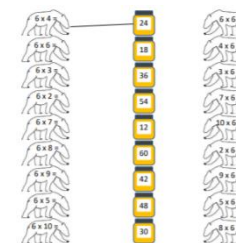
- antidote
- antifreeze
- antibiotic
- antisocial
- anticlockwise
- antiseptic

Play the word search game below to practise:

https://www.spellzone.com/word_lists/games-7455.htm

Times tables

Look at the 6 times table sheet in your pack. Can you match the questions and the answers accurately?



Reading: Information Retrieval

Read the sheet in your pack called 'Mummification Process' and then answer the questions below.

1) How long did it take to mummify someone?

2) What was the body stuffed with?

3) Where were the organs placed?

4) Why did the Egyptians believe it was important to mummify someone?

5) What was the first step when someone was mummified?

6) What tool was needed to remove the brain?



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