

Griffin PS Learning Pack

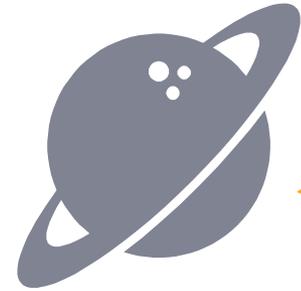


Remember to Tweet your
work daily:

@griffinprimary

Plus do not forget the daily
challenge:

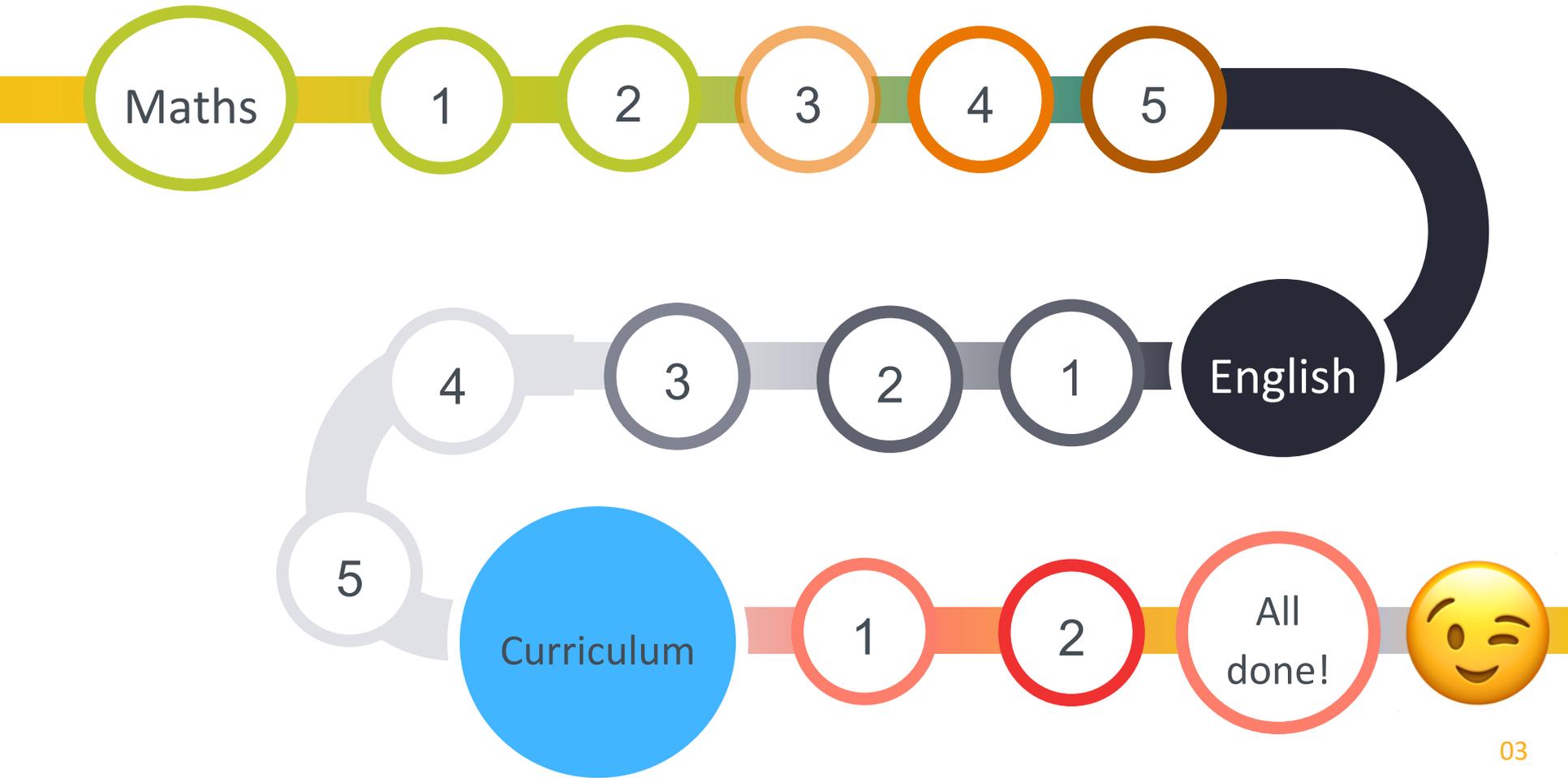
#gpsdailychallenge



Instructions for use

- **Work through the tasks daily if possible, but remember to have breaks as you would do in school.**
- **Spend enough time to complete the task (around 30-40 minutes), but remember to have fun and time with your family too.**
- **We are still here to support you. Twitter is a great way to contact us.**







Maths

This week in maths we will be completing maths on the move.





Lesson 1

How many handles?

Count all of the door handles in your house.

What fraction of the handles have locks?



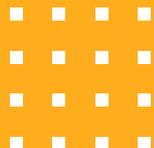


Lesson 2

How long?

Estimate the length of a room in your house.

Now measure it. How close were you?



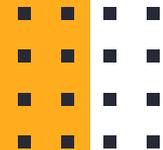


Lesson 3

Find the area

Measure the area of the smallest and largest rooms in your house.

What is the difference between your answers?





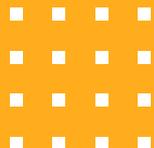
Lesson 4

Paper aeroplanes

Design and create three paper aeroplanes

Record the distance each plane flies and see which one flies the furthest.

What was the difference in cm between the three distances?

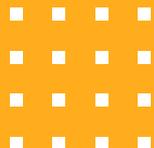




Lesson 5

Roman Numeral sticks

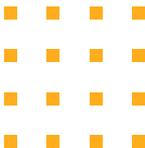
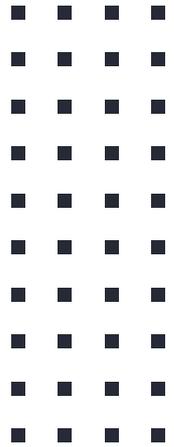
Using spaghetti, pencils or lolly sticks, can you make all of the numbers from 1 to 50?





English

This week in English we will be focusing on figurative language.



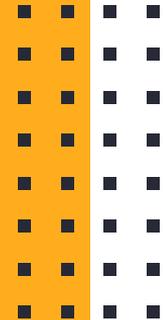
Practice this weeks spellings, learn the meanings and put them into sentences.



Lesson 1

Spellings
ambitious
delicious
official
potential
financial
appreciate
abundant
fragrant
innocence
dependable

Spellings
key
donkey
monkey
chimney
valley
trolley
journey
turkey
jockey
kidney





Lesson 2 - Alliteration

Read the extract below. How many examples of alliteration can you spot?
You can count on your fingers to keep track.

Soon, the marvellous mixture began to froth and foam. A rich, blue smoke, the colour of peacocks, rose from the surface of the liquid, and a fiery, fearsome smell filled the kitchen. It made George choke and splutter. It was a smell unlike any he had smelt before. It was a brutal, bewitching smell, spicy and staggering, fierce and frenzied, full of wizardry and magic. Whenever he got a whiff of it up his nose, fire crackers went off in his skull, and electric prickles ran along the back of his legs.

It was wonderful to stand there stirring this amazing mixture, and to watch it smoking blue, and bubbling, and frothing, and foaming, as though it were alive.

Complete these sentence starters. Try to use alliteration in at least four of them.

For example: As brave as a boastful bear.

As strong as a...

As funny as...

As cool as a...

As quick as a...

As slow as a...





Lesson 3 – Similes and Metaphors

Write five sentences to describe yourself using similes and metaphors.

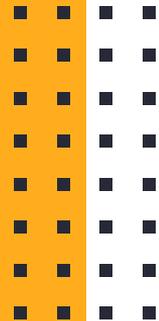
Try to use some exciting vocabulary like Roald Dahl does: fearsome, bewitching and marvellous are great adjectives.

Then, write five sentences to describe a famous person using similes and metaphors.

If you can, ask members of your family to identify the famous person from your description.

Top tip!

Similes can use 'like' or 'as'.





Lesson 4 – Expanded Noun Phrases

Some of the noun phrases that Roald Dahl has used are:

- yellow cardboard tube
- hollow liquorice straw
- white froth
- enormous hard round balls the size of small tomatoes.

Imagine you are eating your favourite sweet or chocolate bar.

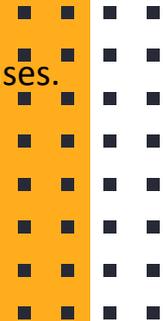
Describe what it looks like on the outside and what it's like to eat, using expanded noun phrases.

Aim to use at least 10 expanded noun phrases.

Try to make it sound as delicious as you can.

Top tip!

Use a thesaurus or an online thesaurus to help you choose new and exciting vocabulary.





Lesson 5 - Reading

Read the following and then answer the questions on the next slide:

This was his bed. This was his room. But everything had grown beyond all possibility.

The wardrobe was the size of a house. The bedside lamp peered down at him like some strange armless robot. The door was miles away. And the school uniform which hung over his chair belonged to a giant.

Next he saw something which made even less sense.

His hands, or his feet – he couldn't tell which – were entirely covered with hair. And they were fingerless. Toeless. He turned his head to see what he had only felt so far. A tail. Curled into a quivering kind of question mark, as though the rest of his body was a query wanting an answer.

It was impossible.

He was still Barney. His 'Barney-ness' was still there in his head, his mind still the same bulging suitcase of memories and emotions. But at the same time he already knew he wasn't him at all. He was something else. Something so impossible that he thought this had to be a dream, like the one he'd had about his father.

He blinked, and then blinked some more. No. There was no doubt about it. He was awake.

Indeed, he was as awake as he had ever been. So, to his horror, he had to believe what his eyes were telling him, and what the black hair and the tail and the paws were telling him. And what they were telling him was this: he may have gone to bed human, but he had woken up unquestionably, unmistakably, unimaginably cat.



Lesson 5 - Reading

Re-read the extract and think about the ending. As the reader, we know now that Barney has been turned into a cat overnight. We also know that the title of the book is, 'To Be a Cat.'

What do you think will happen in this book?

First of all, what do you think will happen in the next chapter?

Then what do you think will happen in the rest of the book?

Use these headings as a starting point to write down some of your predictions and thoughts:

I think _ because ____

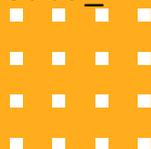
I hope because

I wonder if __

I don't think because

I wouldn't be surprised if ____

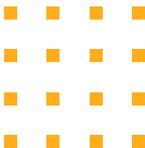
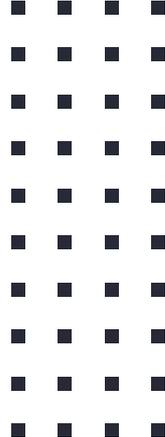
I doubt _





Curriculum

This week in curriculum we will be focusing on PSHE and music





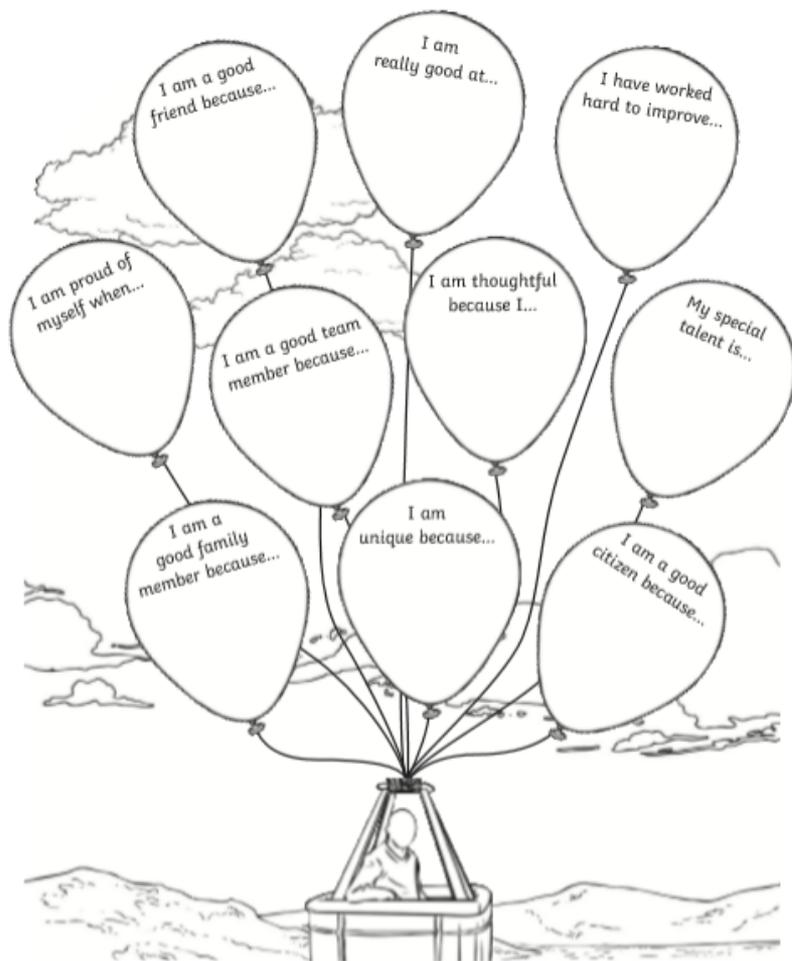
PSHE

In this activity try to think about what your strengths are and how you could apply this to working as a team.

Finishing the sentence starters in the balloons will help you to visualise the talents you have and how others will value them.

I Am an Amazing Person!

Read and finish the sentences in the balloons below.





Music

What is your favourite song at the moment? Find that song and listen to it.

Can you write down or describe how it is making you feel?

Can you spot what is causing that feeling? Is it the words?

How does the singer perform?

Write down three things about the music that you think are creating that feeling.

