

Dear Parents/Carers,

I hope that you are all well and keeping yourselves safe. Please find below this week's home learning pack for Purple Class.

I've received some fantastic work over the past few weeks, a big well done to all of you! Keep up the hard work.

If you have any queries or would like to send forward any work completed, please email purple@beaupre.cambs.sch.uk.

Take care of yourselves,
Miss Knight

	English – Reading	English – Writing	Maths	Foundation Subjects
Session 1	<p>School Swap - For your reading session today, please log in to Purple Mash and read Chapter 6. You will find this in your 'To Do' area.</p> <p>Ned and the Jungle Animals – Now that you have finished reading Little Red, for your reading session today, please log in to Purple Mash and read Chapter 1 of your new story. You will find this in your 'To Do' area.</p> <p>Purple Mash website: www.purplemash.com/sch/beaupre</p>	<p>This week we are continuing to focus on fairy tales.</p> <p>Today's session is going to focus on fronted adverbials. Fronted adverbials can be for time (when), manner (how) or place (where). They go at the beginning of a sentence and are followed by a comma before continuing with the rest of the sentence.</p> <p>Below are some examples:</p> <p>Fronted adverbial of time: <u>At midnight</u>, Cinderella ran home and lost her glass slipper.</p> <p>Fronted adverbial of manner: <u>Sadly</u>, Cinderella cleaned the house.</p> <p>Fronted adverbial of place: <u>In the kitchen</u>, Cinderella mopped the floor.</p> <p>For today's task, I would like you to write 3 sentences for each picture on page 5. Each sentence should start with a different type of fronted adverbial.</p>	<p>This week we are going to continue to look at fractions.</p> <p>Today's session is focusing on equivalent fractions.</p> <p>Below is the YouTube link for this session: https://youtu.be/8MOvSrNHvik This is the video from last week to be used as a recap.</p> <p>The work associated with this session can be found on page 8.</p>	<p>Science This half term we are looking at 'Light'.</p> <p>For this session, we will be looking at opaque, transparent and translucent materials.</p> <p>I would like you to have a look at the links below which explain what opaque, transparent and translucent materials are: https://www.dkfindout.com/uk/science/light/transparent-and-opaque-objects/ https://www.bbc.co.uk/bitesize/clips/zg6r82p</p> <p>Task: How many different opaque, transparent and translucent materials can you find at home?</p>

Session 2	<p>School Swap – If you are reading this book, please complete the book quiz which you will find in your ‘To Do’ area.</p> <p>Ned and the Jungle Animals – If you are reading this book, please complete the book quiz which you will find in your ‘To Do’ area.</p>	<p>For today’s session, I would like you to use the template on page 6 and plan your own version of Cinderella.</p> <p>Please see my example on page 7.</p>	<p>Today’s session will continue to focus on equivalent fractions.</p> <p>If you require a recap, please re-watch the video from session one.</p> <p>The work associated with this session can be found on page 9.</p>	<p>History We will be looking at the Bronze Age this half term.</p> <p>In this session, I would like you put some key events found on page 13 in chronological order. Remember with BC, the bigger the number, the further back in time.</p>
Session 3	<p>School Swap – If you are reading this book, please complete this sequencing activity: https://static.purplemash.com/mashcontent/applications/serialmash/school_swap/ChapterSequencing_Ch6/school_swap_Sequencing_ch6.pdf</p> <p>Ned and the Jungle Animals – If you are reading this book, please complete the ‘Missing Words’ activity which you will find in your ‘To Do’ area.</p>	<p>For today’s session, I would like you to write part one of your story.</p> <p>Remember to extend what you have written in your plan from the previous session. Try to include:</p> <ul style="list-style-type: none"> • Correct punctuation • Fronted adverbials • A range of conjunctions (when, if, because, although) • Direct speech 	<p>Today’s session will focus on comparing fractions.</p> <p>Below is the YouTube link for this session: https://youtu.be/qPPWbQhCdJo</p> <p>The work associated with this session is on page 10.</p>	<p>Art For this session, I would like you to look at the pictures on page 14 of Bronze Age Bell Beakers. Use these pictures to plan and design your own Bronze Age Bell Beaker.</p> <p>In next week’s art session, I will ask you to make your Bell Beaker with whatever materials you can find at home.</p>
Session 4	<p>School Swap – If you are reading this book, please complete this comprehension activity: https://static.purplemash.com/mashcontent/applications/serialmash/school_swap/OpenEnded_Ch6/school_swap_OpenEndedQ_ch6.pdf</p> <p>Ned and the Jungle Animals – If you are reading this book, please complete</p>	<p>For today’s session, I would like you to edit and improve the first part of your story which you wrote in the previous session.</p> <p>Remember to check for:</p> <ul style="list-style-type: none"> • Sense • Punctuation/capital letters • Spellings <p>Also try to up-level some of your vocabulary and sentence starters.</p>	<p>Today’s session will focus on ordering fractions.</p> <p>Below is the YouTube link for this session: https://youtu.be/fvQm9lfHv5s</p> <p>The work associated with this session is on page 11.</p>	<p>French This half term, we will be looking at animals. On Purple Mash, I have set you a ‘To do’ which is the general French program.</p> <p>On the French app, press Les Animaux, then Introduce Sentences. On here, I would like you to spend a bit of time looking at and learning the sentences which talk about the colour of animals. Then pick a few animals which you’ve</p>

	the 'Joining Words' activity which you will find in your 'To Do' area.			<p>been learning about: draw and colour the animal and write a sentence in French to describe the colour.</p> <p>Please see page 15 for a print screen of the English translation for some of the sentences.</p>
Session 5	<p>School Swap – If you are reading this book, please complete the 'Book Review' activity which you will find in your 'To Do' area.</p> <p>Ned and the Jungle Animals – If you are reading this book, please complete the 'Paint Project' activity which you will find in your 'To Do' area.</p>	<p>For today's session, I would like you to write part 2 of your story.</p> <p>Remember to extend what you have written in your plan from the previous session. Try to include:</p> <ul style="list-style-type: none"> • Correct punctuation • Fronted adverbials • A range of conjunctions (when, if, because, although) • Direct speech 	<p>Today's session will focus on tenths as fractions and decimals.</p> <p>Below is the YouTube link for this session: https://youtu.be/S9MYTJ3nNgY</p> <p>The work associated with this session is on page 12.</p>	<p>PE</p> <p>For this session, why don't you get active? You could play in the garden, go for a walk or go for a bike ride. If the weather isn't very nice, why don't you try some Just Dance videos?</p> <p>https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ/videos</p>



Main character's mother or father dies. Mother/Father remarry to somebody evil.	
Main character treated unkindly by new step-parent and step-siblings.	
The royal family are holding a party. Main character not allowed to go.	
Someone magical comes to Main Character and magically enables them to go to the party.	
Main Character goes to the party and is with the member of the royal family but leaves something behind as they leave.	
Royal family member tries to find the owner of the missing item.	

Main character's mother or father dies. Mother/Father remarry to somebody evil.	Cinders' father dies. His mother remarries somebody called Walter Fish. Cinders and his mother move into a house with Walter and his sons: Bill, Ben and Bob.
Main character treated unkindly by new step-parent and step-siblings.	Evil step-dad Walter is always unkind to Cinders. He makes him scrub the floors until they shine three times a day. It makes Cinders' knuckles bleed. Cinders is never allowed nice food, he is only ever fed scraps. His step-brothers Bill, Ben and Bob always laugh at him and tease him about his very curly hair.
The royal family are holding a party. Main character not allowed to go.	The Royal family send an invitation to all men under 25 in the kingdom so that their daughter, Princess Bethany, can find a prince and get married. Cinders' step-dad forbids Cinders from going and prepares Bill, Ben and Bob ready for the big night.
Someone magical comes to Main Character and magically enables them to go to the party.	Out of the blue, a fairy god father appears. He helps Cinders get ready for the ball. He turns the pet cat into a horse so that he has some transport. The fairy god father dresses Cinders in a smart suit with a top hat. The fairy god father warns Cinders to be back before midnight as that is when the magic will wear off.
Main Character goes to the party and is with the member of the royal family but leaves something behind as they leave.	Cinders arrives at the party and dances with Princess Bethany. They get on very well with each other. Bill, Ben and Bob look on envious at the mysterious gentleman with the princess. Cinders loses track of time and runs out of the ball and leaves his hat behind.
Royal family member tries to find the owner of the missing item.	Princess Bethany insists that every male under 25 in the kingdom tries on the hat so she can find who it belongs to so she can marry them. Finally, when Cinders tries it on, everybody is shocked that it fits. Princess Bethany and Cinders get married and live happily ever after.

Equivalent Fractions

Multiplication: 51

1) $\frac{2}{5} = \frac{6}{\boxed{}}$

2) $\frac{1}{3} = \frac{\boxed{}}{6}$

3) $\frac{7}{4} = \frac{\boxed{}}{20}$

4) $\frac{5}{8} = \frac{30}{\boxed{}}$

5) $\frac{1}{2} = \frac{9}{\boxed{}}$

6) $\frac{9}{4} = \frac{\boxed{}}{16}$

7) $\frac{3}{5} = \frac{6}{\boxed{}}$

8) $\frac{5}{7} = \frac{\boxed{}}{21}$

9) $\frac{1}{4} = \frac{\boxed{}}{28}$

10) $\frac{8}{3} = \frac{40}{\boxed{}}$

Fill in the numerator to make the fractions equivalent.

1.

$$\frac{1}{2} = \frac{\boxed{}}{4}$$

2.

$$\frac{1}{12} = \frac{\boxed{}}{24}$$

3.

$$\frac{1}{10} = \frac{\boxed{}}{20}$$

4.

$$\frac{1}{8} = \frac{\boxed{}}{16}$$

5.

$$\frac{3}{20} = \frac{\boxed{}}{40}$$

6.

$$\frac{1}{6} = \frac{\boxed{}}{12}$$

7.

$$\frac{1}{5} = \frac{\boxed{}}{10}$$

8.

$$\frac{1}{4} = \frac{\boxed{}}{16}$$

9.

$$\frac{3}{10} = \frac{\boxed{}}{20}$$

10.

$$\frac{1}{3} = \frac{\boxed{}}{12}$$

11.

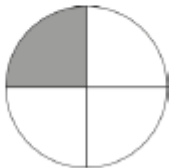

$$\frac{7}{20} = \frac{\boxed{}}{40}$$

12.

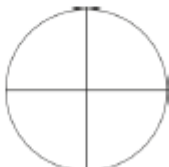

$$\frac{3}{8} = \frac{\boxed{}}{16}$$

Comparing Fractions

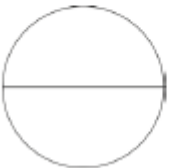

Shade correctly and write <, > or = to compare the fractions.


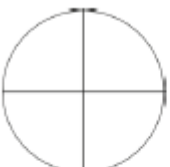
$\frac{1}{4}$
 $\frac{1}{5}$

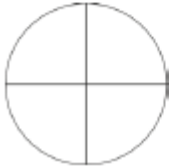
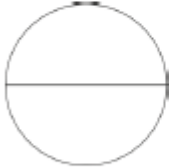
$\frac{2}{4}$
 $\frac{6}{8}$

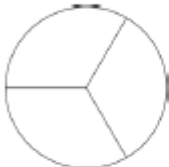

$\frac{1}{2}$
 $\frac{5}{8}$

$\frac{2}{3}$
 $\frac{2}{4}$

$\frac{2}{4}$
 $\frac{1}{2}$

$\frac{1}{3}$
 $\frac{3}{8}$

Order these fractions from the smallest.

$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

Order these fractions from the smallest.

$$\frac{7}{q} \quad \frac{3}{q} \quad \frac{9}{q} \quad \frac{1}{q} \quad \frac{4}{q}$$

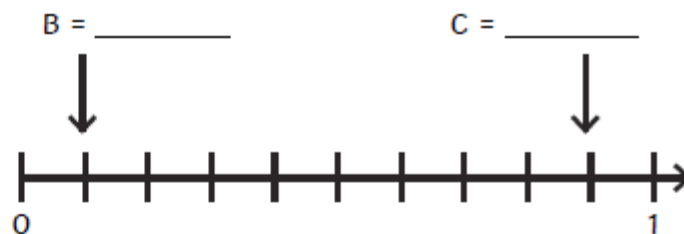
Order these fractions from the biggest.

$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

1) Write the fractions and decimals shown.



A = _____



2) Draw lines to match the fractions to the correct decimal.

$\frac{3}{10}$

0.9

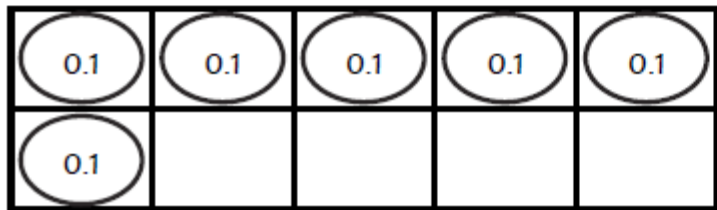
four-tenths

0.3

$\frac{9}{10}$

0.4

3) Use the image to complete the fraction and decimal.



$\frac{\square}{10}$

0. _____

800 BC



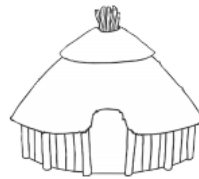
**Bronze Age ends.
Iron Age begins.**

2,500 -1,500 BC



**'Bell Beaker' culture
arrives in Britain.**

1,200 -800 BC



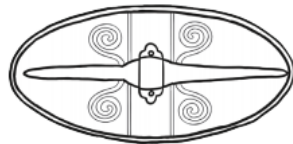
**Round houses are the
main domestic structure.**

3,000 BC



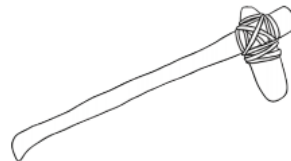
**Construction begins on
the Stonehenge.**

1,200 - 800 BC



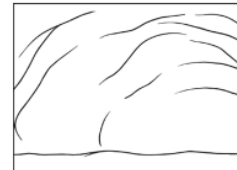
**Tribal kingdoms and Celtic
cultures develop in Britain.**

2,500 - 800 BC



**Bronze axes are
developed.**

1,800 BC



**The first big copper
mines are dug.**

2,500 - 800 BC



**Metal work becomes
increasingly sophisticated.**



Bell Beaker Pottery Illustration - Twinkl
twinkl.co.uk



What was life like in the Bronze Age ...
bbc.co.uk



a new population for ancient Britain ...
nhm.ac.uk



Beaker Folk Bronze Age Pott...
crumbleholme.plus.com



Beaker culture Facts for Kids
kids.kiddle.co



a new population for ancient Britain ...
nhm.ac.uk



Bell Beaker culture - Wi...
en.wikipedia.org



What was life like in the Bronze Age ...
bbc.co.uk



37 Best Bell Beaker Cultur...
pinterest.com



Bell Beaker culture - Wi...
en.wikipedia.org



Beaker folk | people | Brit...
britannica.com



Est-ce que tu as un animal?	Do you have a pet?
De quelle couleur est l'animal?	What colour is the animal?
Décrivez un animal.	Describe an animal.
Il est	He is
Elle est	She is
Le poisson est timide.	The fish is timid.
Le poisson est jaune.	The fish is yellow.
La souris est grise.	The mouse is grey.
Le mouton est gris.	The sheep is grey.
Le mouton est blanc.	The sheep is white.
Le chien est noir.	The dog is black.
La poule est marron.	The hen is brown.
Le chat est blanc.	The cat is white.
La poule est marron.	The hen is brown.



La souris est blanche.	The mouse is white.
La souris est grise.	The mouse is grey.
La souris est marron.	The mouse is brown.
Le chat est blanc.	The cat is white.
Le chat est gris.	The cat is grey.
Le chat est marron.	The cat is brown.
Le chat est noir.	The cat is black.
Le cheval est blanc.	The horse is white.
Le cheval est gris.	The horse is grey.
Le cheval est noir.	The horse is black.
Le chien est gris.	The dog is grey.
Le chien est noir.	The dog is black.
Le mouton est blanc.	The sheep is white.
Le mouton est gris.	The sheep is grey.
Le mouton est noir.	The sheep is black.
Le poisson est bleu.	The fish is blue.
Le poisson est jaune.	The fish is yellow.
Le poisson est vert.	The fish is green.