

Dear Warhol,

Welcome

I hope you've all had a wonderful Easter break and have had a well earned rest. As you will probably expect, I ate a bit too much chocolate! Ms Sa wasn't there to tell me off so I got a little carried away! I've also done some Easter baking and attempted a delicious chocolate cake! Ms Rowles has been busy making chocolate cakes as well! If you haven't had a go already, perhaps you could try some baking at home too?

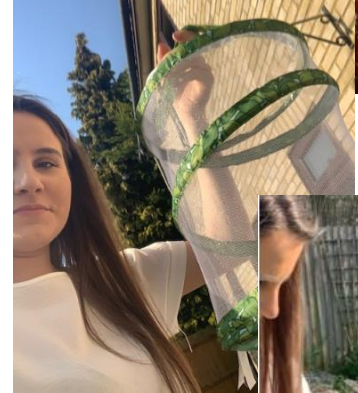
Since the last slides, the butterflies have hatched and I have released them in the garden. It's a shame we couldn't release them together like we had planned but I said bye from all of us!

I have also been feeding the ducks that visit my garden although my dog usually tries to scare them off and eat the bread himself! Naughty! Well done to those of you who have been continuing to work on J2e. I really do enjoy seeing your work! If you haven't been on J2e for a while, maybe you could write a short diary entry to tell me what you have been up to since I last saw you?

I miss you all a lot and can't wait to see you!

From Miss Disher

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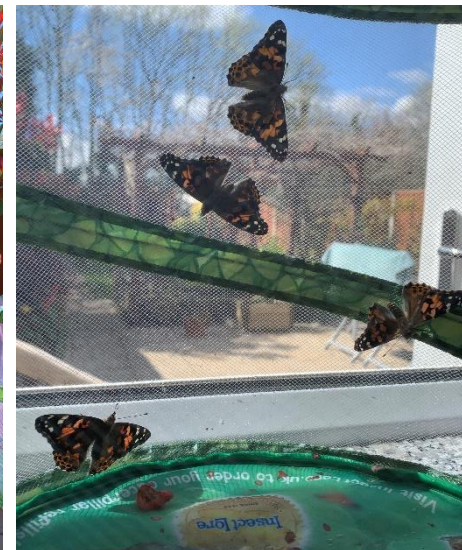
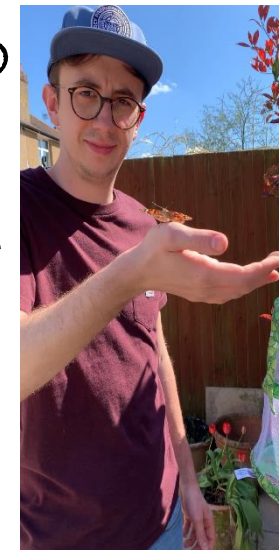


Welcome

Dear Dali,

Hi everyone! I hope you enjoyed your Easter break and didn't eat too much chocolate. I tried my best not to as well, but it was very difficult. Since we last spoke, the butterflies hatched! You can see a few pictures of them. I took a few videos and I'll try and send them to you too. As for me, I've been walking Monty a lot and I decided to pick my guitar back up and try to learn some new bits and bobs. I hope you are all well and staying safe. I miss you all so much and look forward to seeing you soon ☺

From Mr Morris

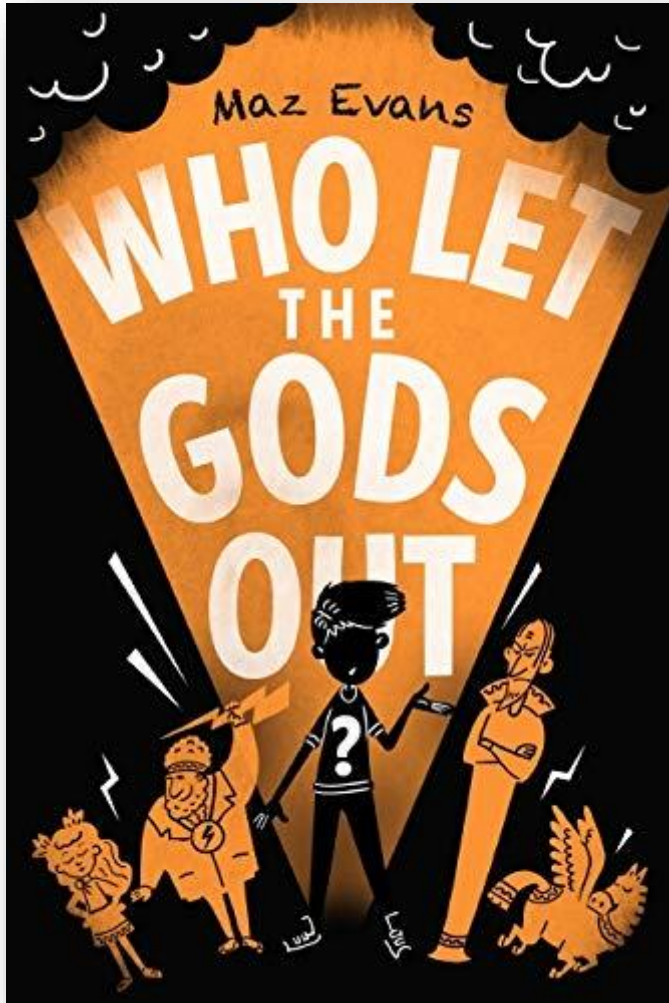


Read through chapter 1 and answer the questions at the end.

Reading Activity



<https://www.chickenhousebooks.com/wp-content/uploads/2016/08/Who-let-the-Gods-out-Chapter-1.pdf>



1. Lying Low

It began on a Friday, as strange things often do. This particular Friday turned out to be stranger than most, although it had started normally enough. Elliot Hooper got up at 7.30 a.m. as normal, made his mum breakfast at 8.15 a.m. as normal, went to school at 8.55 a.m. as normal and was in the headmaster's office by 9.30 a.m., which was, in fact, slightly later than normal.

'Oh, Elliot,' sighed Graham Sopweed, headmaster of Brysmore Grammar School. 'What are we going to do with you?'

Elliot scratched his shaggy blond head. He figured that 'excuse me from school for ever and make me Lord High Emperor of the Universe' wouldn't be deemed an acceptable answer, so he said nothing.

'You seem rather . . . distracted lately,' said Mr Sopweed to fill the silence. 'Is everything OK? Is anything wrong at school? Or at home?' Elliot avoided his headmaster's concerned stare. School was . . . well, it was school. Annoying, boring, pointless. Nothing new there. But home? That was a different story . . .

'I'm fine,' he said after a lengthy pause. 'Thank you, sir.'

'Oh, Elliot,' Mr Sopweed sighed again, nervously flicking his floppy grey fringe. 'You know you can call me Graham. Let's all use the names our mothers gave us.'

There were many more creative names for Brysmore's headmaster than the one his mother gave him, but the politest by far was Call Me Graham.

A shout outside nearly made the jumpy headmaster fall off his chair. Elliot couldn't help but feel sorry for Call Me Graham. There were many theories at school as to why he was such a bag of nerves, not all of them started by Elliot. Some said it was because his wife had left him.

Others said it was because she hadn't. Elliot's favourite was that Call Me Graham was actually a serial killer on the run. He could imagine the appeals on *Crimewatch*: *So be on your guard against Graham Sopweed, the Cardigan-Clad Killer, and be sure to call this number if he's bored someone you know to death . . .*

'The . . . the . . . the thing is, Elliot, everyone at Brysmore wants to help you to achieve your fullest potential,' Call Me Graham went on.

'Mmm. Not everyone, sir,' muttered Elliot. 'Whatever do you mean?' squealed Call Me

Graham, nearly pulling a button off his cardigan. 'Everyone at Brysmore is committed to encouraging, nurturing and inspiring every pupil in our care. We're always here for a friendly word, helpful advice, or to make sure we know—'

'WHERE IS THAT SNIVELLING RUNT OF A PATHETIC EXCUSE FOR A BOY?!'

The office door blasted open with a furious roar, making Call Me Graham scream like a kitten on a ghost train.

Elliot was all too familiar with that loathsome voice.

'Ah – hello,' whimpered Call Me Graham. 'As you can see, I am just having a little chat with Elliot . . .'

'Hooper,' sneered the new arrival, lurching up

behind Elliot's chair and polluting his airspace with weapons-grade body odour.

There was only one person who could make Elliot's surname sound like a dirty word. It was Mr Boil, head of history, Brysmore's deputy headmaster, and, unless there was a school-master somewhere on the planet who minced his students into sausages, the world's worst teacher.

Reading Activity



Boil was a stumpy, piggy little man who was the only person Elliot knew with fat eyes. He squashed them behind a pair of thick, bottle- lensed glasses and glared at his pupils like most people look at used cat litter, as if he had a permanently nasty smell under his nose. (In fairness, he did – his own.)

His few remaining strands of dark, greasy hair were pasted over the top of his head, held in place by hope alone. To the naked eye, Mr Boil had three chins, but who knew how many more were lurking beneath his shirt, which always smelt like three-week-old vegetable soup? He truly hated everyone, but reserved a special revulsion for Elliot, who had been getting up his pudgy nose for the past year.

'Sir?' asked Elliot, innocently.

'Don't you "sir" me, Hooper,' growled Boil, bringing his sweaty

face millimetres from Elliot's own. 'What you did in my assembly was disgraceful, disrespectful and downright disgusting!'

'Yes, we were just getting on to that . . .'

'He disgraced the Brysmore name!' roared Boil. 'He shamed himself! He shamed the school! He ruined my brilliant PowerPoint presentation on Napoleon's favourite socks! He . . .'

'He fell asleep,' said Call Me Graham quietly, looking at Elliot's pale face and dark-rimmed eyes. 'Let's try to keep a little perspective, Mr Boil. This isn't the first time this has happened lately, Elliot. Why are you so tired?'

Reading Activity



‘Pah!’ spat Boil. ‘Out all hours terrorizing old ladies, I expect! Or playing violent computer games until dawn! Or putting my underpants up the school flagpole! Again!’

Elliot tried not to smirk at the memory of his all-time favourite prank, which Boil knew – but could never prove – that Elliot was responsible for last year. But pranks were long gone. These days Elliot couldn’t afford any more trouble.

‘Hooper!’ shouted Boil. ‘The headmaster asked you a question! Don’t be so disrespectful . . .!’

‘It’s quite all right,’ whispered Call Me Graham, ‘Elliot can take all the time he—’

‘SHUT UP, GRAHAM!’ shouted Boil over his shoulder, his chubby eyes not leaving Elliot’s face. ‘And look at the state of you! When was the last time that shirt saw an iron? A tramp would turn his nose up at those shoes. And if I’ve told you once about that pocket watch – jewelry is forbidden at Brysmore . . . Well – come on, then? Let’s hear your pathetic excuse!’

‘Yes, talk to us, Elliot. Perhaps we can help?’ said Graham kindly. ‘You’re only twelve, after all. We don’t expect you to get everything right.’

Elliot’s fingers instinctively tightened around the old watch in his pocket. For a moment, he considered telling the truth. Perhaps his head- master could help him? Elliot certainly didn’t know what to do. Maybe if he just explained about . . .

But as soon as the thought formed in his head, he silently crushed it. Elliot had to keep what was happening at home a secret. Telling anyone was far too risky.

‘Mr Boil’s right, sir,’ said Elliot, the lie jamming in his throat. ‘I keep staying up late playing computer games. It’s all my own fault.’

‘You see!’ wobbled Boil triumphantly, punching the air with an arm the size of a fatty leg of lamb and knocking Call Me Graham backwards off his chair. ‘I knew it!’

‘Do you have nothing to say in your defense, Elliot?’ asked Call Me Graham from the floor. ‘Anything else we should know?’

‘No, sir,’ Elliot mumbled.

‘I tell you what he needs to know,’ sneered Boil with a grin that could curdle custard. ‘He’s failing at this school. His grades have dropped across the board. And if he doesn’t get eighty-five per cent in all the end-of-term exams, he’s out of Brysmore for good. You’ve got my mock history test on Monday, Hooper. That should give you a much- needed kick up the—’

‘Thank you, Mr B-Boil,’ stuttered Call Me Graham.

Elliot’s heart sank at the reminder of the exams he was sure to fail. He tried to find time to study at home, he really did.

‘Please, Elliot,’ said Call Me Graham. ‘Let us help you.’

As he looked into the kindly eyes of his cowardly headmaster, Elliot once again considered telling the truth about home, about Mum. He didn’t know how much longer he could carry on like this. It was getting too much.

‘I . . . it’s just . . . sometimes . . .’ he began, searching for impossible words.

‘Detention!’ bellowed Boil, as he lumbered jubilantly out of the office. ‘Hooper – see me after school!’

Reading Activity



1. How do we know Elliot is often in trouble? (Page 1)
2. What rhetorical questions does the head teacher ask Elliot? (Page 1)
3. How can you tell Elliot has a lack of respect for the head teacher? (Page 2)
4. Which word tells you that Elliot does not like Mr Boil's voice? (Page 3)
5. How do we know the head master is on Elliot's side? Give evidence from the text. (Page 5)
6. Which word tells us that Elliot's head master is not brave? (Page 6)
7. Which word tells us that it was hard for Elliot to tell the adults about home? (Page 6)

Find all of the similes in this chapter.

Find any alliteration used in this chapter.

Read through the chapter and create a bank of words that he been used in place of 'said'. Think about what these words tell us about the way it was said.

Write a paragraph comparing Mr Sopweed and Mr Boil. What are they like? How do you know? Can you back up your views with evidence? Are they similar or different?

Audio Books For Free

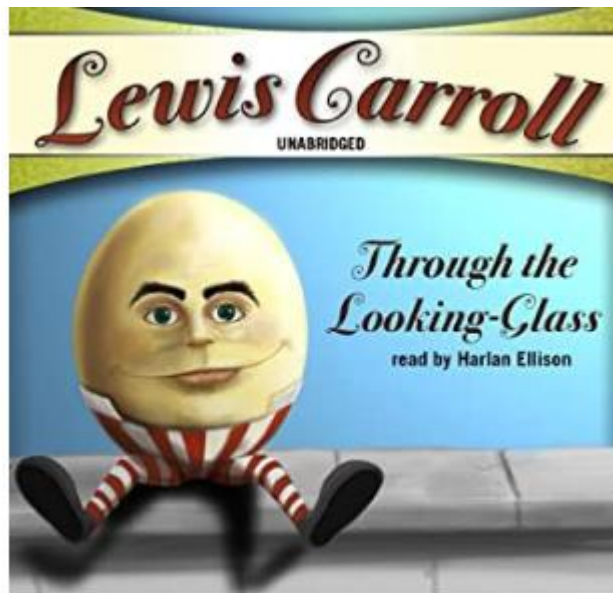
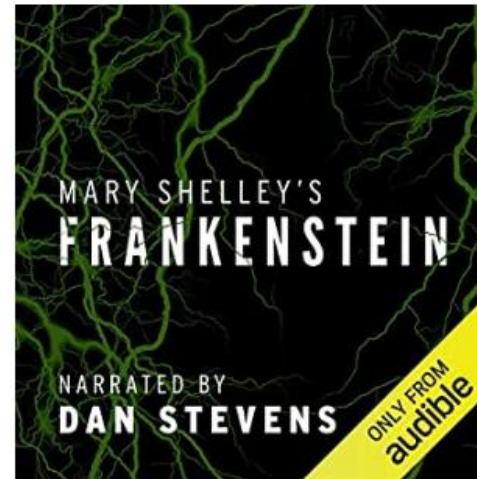


(You many need to open in Google Chrome.)

As we are now in the summer term we will start looking at new books. Feel free to continue listening to the books we showed you last week, especially Alice in Wonderland as that is one of our summer term books.

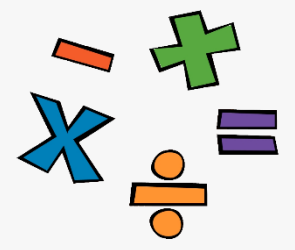
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Frankenstein is a another Summer Tern book, as it links to our topic of my other self. I'm sure you all know about Frankenstein's monster from Halloween, but this story goes into how it was made...



https://stories.audible.com/pdp/B002V8L2WE?ref=adbl_ent_anon_sc_pdp_pc_2

If you have finished listening to the first Alice In Wonderland, how about trying the sequel where Alice returns for more fantastical adventures



3. Investigate

a) $3^2 - 1^2$

b) $4^2 - 1^2$

c) $5^2 - 1^2$

d) $4^2 - 2^2$

e) $5^2 - 2^2$

f) $6^2 - 1^2$

g) $5^2 - 3^2$

h) $6^2 - 3^2$

i) $7^2 - 3^2$

Everyone in class shakes hands with everyone else.
Investigate how many handshakes there will be.

There are 27 people in our class!

If $5 + 3 = 835$ and $2 + 4 = 642$ and $7 + 0 = 707$
Then what is $6 + 1$?

$6 + 1 =$

1. Copy the following and complete the next 6 lines.

$2^2 - 1^2 = 4 - 1 = 3 = 2 + 1$

$3^2 - 2^2 = 9 - 4 = 5 = 3 + 2$

$4^2 - 3^2 = 16 - 9 = 7 = 4 + 3$

$5^2 - 4^2 = 25 - 16 = 9 = 5 + 4$

DO NOT use a calculator to work these out.

a) $21^2 - 20^2$

c) $100^2 - 9^2$

b) $37^2 - 36^2$

d) $125^2 - 124^2$

Writing Activity 2



If we were at school, we would be looking at brochures and attempting to write our own. We will now be starting this at home, one step at a time. As brochures are used to convey information and facts, we need information and facts about Greece, in order to make our own.



Try to research different places in Greece and different aspects of their lifestyle. Try to make rough notes in your home learning book that we can use in the future to create the brochure.

You may want to use different subheadings to organise your information. You could use:

- Food
- Culture
- Tourist Attractions
- History



If you are already an expert on Greece, then challenge yourself to find at least one piece of information you didn't know before!



Topic Activity



Your task this week is to create your own Greek God. You will have to design them, but also give lots of information about:

- *Who might pray to them*
- *What kind of powers they may have*
- *Do they have any other gods who may be their enemy?*



When it comes to drawing and designing your god think about what your god may carry. For example, Ares, the god of war, carries around a sword, shield and spear. He is also dressed in armour and a helmet. Similarly, Poseidon, the God of water, carried a trident with him and lived in the sea. He also had the power to control the ocean.



When doing this task, please keep in mind what the Ancient Greek people thought was important and what they might pray to gods for.

Art Activity



Butterfly Project

Please create a piece of 'butterfly art' to celebrate the arrival of spring and share your beautiful images in your windows at home (with permission).

*If you have a garden or go out for your daily exercise,
look out for some real butterflies!*

Watch Austin's butterfly <https://www.youtube.com/watch?v=hqh1MRWZjms>



Choose a photograph of a butterfly and sketch it until you feel it can not be improved –
Ask your family for feedback. You should now have an understanding of the key features of your chosen butterfly.

You can use any materials and mediums that you have at home (coloured pencils, felt tips, paint etc.).

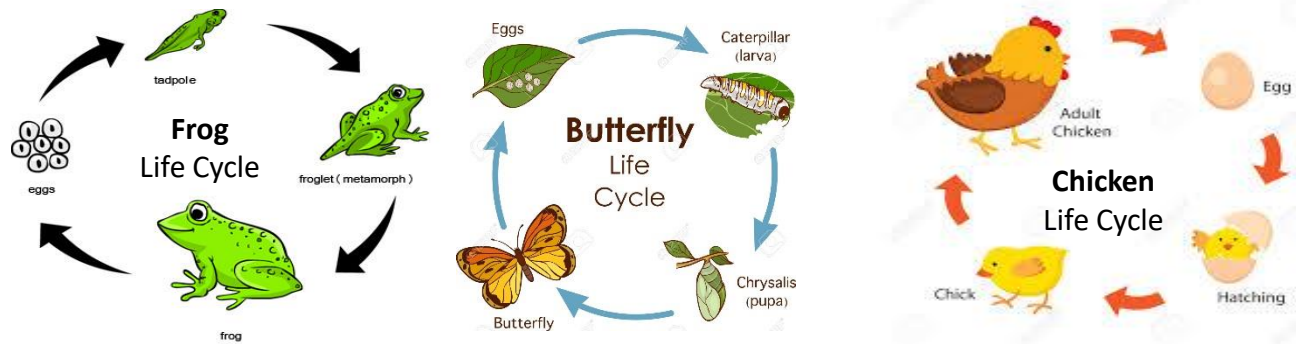
You could even arrange objects to form your butterfly and photograph and print the results?

Science Activity



Your task this week in science is to keep an observation record of what creatures you see. While doing your daily exercise, being in the garden or looking out of your windows, keep an eye out for the creatures we have studied:

- Frogs
- Birds
- Butterflies



If you don't see these creatures – what other creatures have you noticed?
Any insects or pets?



When/if you see any of these it is your job to record which one you spotted (the specific species is not needed but if you know or want to research it further you can), where you spotted it, what time and estimate which stage of its life cycle it was in. Use the template on the side as a guide. See the three different life cycles above that we have studied to support you.

Extension: Finally, comment on the things you have spotted. Are there any patterns you noticed? EG: I saw lots of frogs in the morning and not at night. Also comment on why you think you saw or didn't see certain animals. EG: I think I saw lots of butterflies because the temperature was hot enough.

| <u>What you saw</u> | <u>Where you saw it</u> | <u>What time you saw it</u> | <u>What stage of the life cycle is it in?</u> |
|---------------------|-------------------------|-----------------------------|---|
| Butterfly | On a bush | Afternoon (1:30pm ish) | Adult butterfly |
| | | | |
| | | | |
| | | | |



Physical Activity



Standing Long Jump

- Place a starting marker on the floor.
- Stand beside the starting marker on two feet. How far can you jump landing balanced on 2 feet?
- Challenge a partner to see who can jump the furthest.

If you are working individually then try and beat your own record.

How should you jump? Think about the technique.

Arms? Landing?

Climb the Ladder

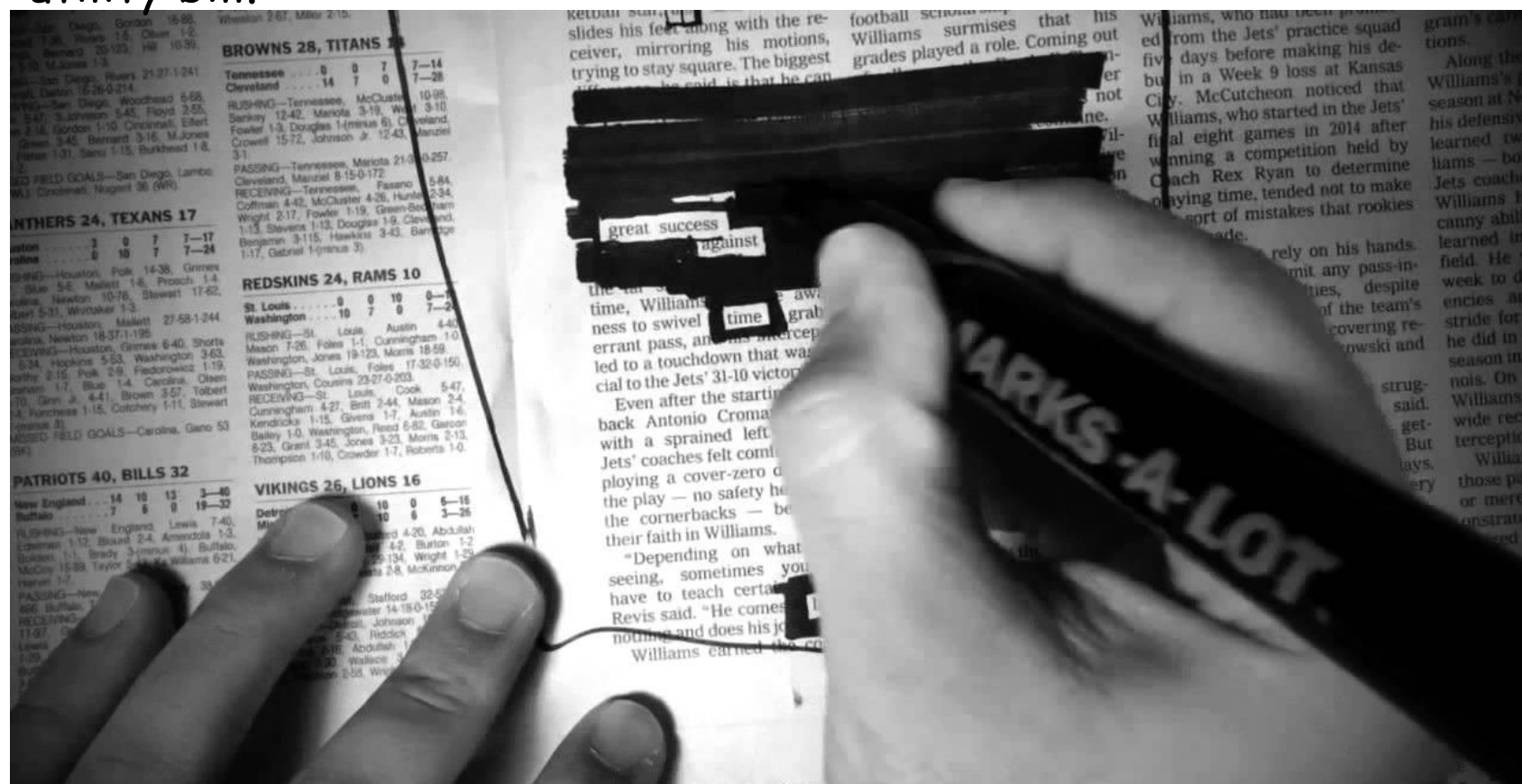
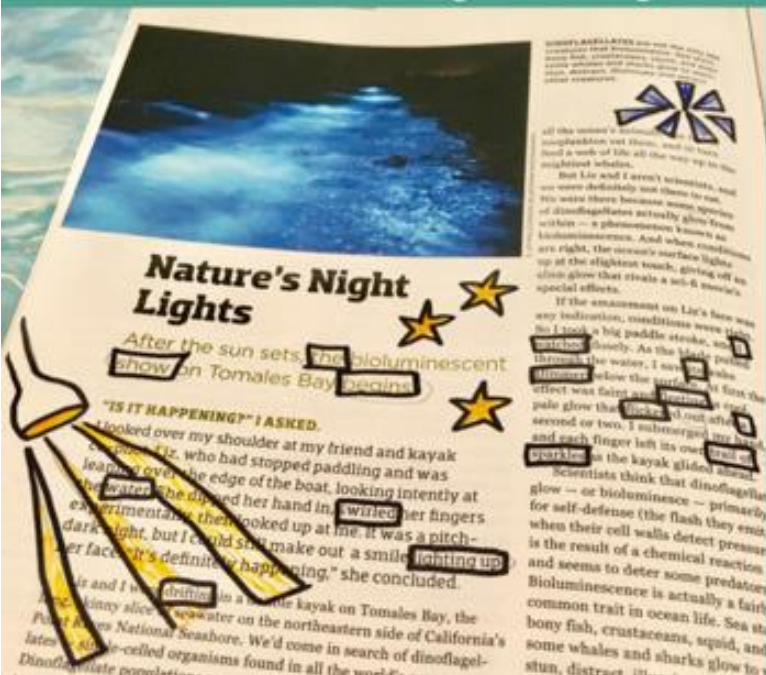
- Place 3 targets on the floor in a line, 1m away from each other.
- Using a small object can you throw the object and hit the first target.
- When you have hit the first target, only then can you move onto the next target.
- How many throws does it take to hit all 3 targets?
- If you are playing against a partner, the first player to hit all 3 targets is the winner.

BLACKOUT POETRY ACTIVITY

Creative Activity



Have a go at some 'Blackout Poetry'. If you don't have an old tatty book, use a magazine, newspaper or even an old letter or utility bill.



Full explanation here:

<https://www.scholastic.com/teachers/blog-posts/john-depasquale/blackout-poetry/>

Wellbeing Activity

Show someone you love them...with a pizza

Packet of crumpets (or anything similar in your cupboard – (pitta bread)

Spread two teaspoons of tomato pasta sauce onto each crumpet.

Sprinkle with mozzarella cheese and/or cheddar cheese

Decorate with anything you have in your fridge:

Eyes: pepperoni, olives, baby tomatoes

Nose: pepper cut into triangle

Mouth: Strip of pepper or onion

Hair/beard: spinach or stringy cheese

Pop them on a baking tray and put them in the oven for 10mins at 190 oC

ASK A PARENT/CARER to remove them from the oven

Wait to cool slightly before seeing if your family can guess which pizza looks most like them...enjoy

Why not take photos and create a recipe book on your laptop or in a book



Look after your family
Love pizza
Leave some for me...

Hello lovely Year 5 children

Think positive, feel calm
and always remember
Nurture is keeping you in
mind 😊

