

Week 2 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes				
9.30 – 10.30	English film unit - Day 6 - The Dreamgiver (Click here)	English film unit - Day 7 - The Dreamgiver (Click here)	English film unit - Day 8 - The Dreamgiver (Click here)	English film unit - Day 9 - The Dreamgiver (Click here)	English film unit - Day 10 - The Dreamgiver (Click here)
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 6 - Multiply 2-digits by 2-digits (Click here)	Maths Day 7 - Multiply 3-digits by 2-digits (Click here)	Maths Day 8 - Multiply 4-digits by 2-digits (Click here)	Maths Day 9 - Divide 2-digits by 1-digit (Click here)	Maths Day 10 - Divide 2-digits by 1-digit . (Click here)
12 – 1.00	Dinnertime				
1.00 – 1.30	Reading activity				
1.30 - 3	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.

3 Brett is calculating 216×23

	2	1	6
x	2	3	
	6	4	8
	4	3	2
	6	9	1
			2

What mistake has Brett made?

What is the correct answer?

4 Work out the multiplications.

- a) 142×31 b) 337×46 c) 214×53 d) 24×183

5

Some children are asked to work out 308×19

a) Which is the best estimate to use to check their answers?

Work out the answer to your estimate.

- 300×10 300×20 310×20 300×19

b) Explain the reasons for your choice.

c) Here are answers given by three children.

- Nijah 28,028 Filip 5,852 Whitney 2,080

From your estimate, who do you think is correct?

- d) Work out the correct answer.
e) What mistakes might the others have made?

6

A football pitch is 128 m long and 52 m wide.

a) What is the area of the pitch?

b) A field is 25,000 m².

How many football pitches could fit in it?

7

Write $>$, $<$ or $=$ to complete each statement.

- a) 146×64 ○ 164×46
b) 135×53 ○ 153×35

b) What do you notice?

Does this always happen?

8

Miss Rose is ordering some pencils.

She orders 17 of pack A, 14 of pack B and 4 of pack C.

Pack A



Pack B



Pack C



How many pencils does Miss Rose order?

Each pencil costs 16p.

How much does Miss Rose spend on pencils?

1 Complete the multiplication.

		1	2	3	4	
x				2	1	
		1	2	3	4	
		2	4	6	8	0

$$\begin{array}{r} \square \\ (1,234 \times \square) \\ \hline \square \\ (1,234 \times \square) \\ \hline \end{array}$$

2 Tommy is calculating $1,234 \times 26$

a) Complete his working out.

		1	2	3	4		
x				2	6		
		7	4	0	4		
		2	4	6	8	0	

$$\begin{array}{r} (\square) \\ (\square) \times (\square) \\ \hline (\square) \\ (\square) \times (\square) \\ \hline \end{array}$$

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

x	1,000	200	30	4
20				
6				

3 Rosie is calculating $2,541 \times 42$

Here is Rosie's working.

		2	5	4	1	
x			4	2		
		4	0	8	2	
		8	0	6	4	
		1	2	1	4	6

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

4 Work out the multiplications.

- a) $4,284 \times 23$ b) $2,142 \times 46$

What do you notice?

5 A machine makes 2,734 boxes every hour.

The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out $378 \times 7 \times 12$

Show your method clearly.

Divide 2-digits by 1-digit (1)

1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
	
	
	

a) Talk about Rosie's method with a partner.

b) Work out the division.

2 Use place value counters to work out the divisions.

a) $66 \div 3$

c) $50 \div 5$

e) $39 \div 3$

b) $86 \div 2$

d) $48 \div 4$

f) $84 \div 4$

3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
	
	
	
	

a)

I can't do it because I have counters left over.

Do you agree with Dexter?

Explain your answer.

b) Work out $56 \div 4$ using place value counters.

4 Use place value counters to work out the divisions.

a) $72 \div 3$

c) $65 \div 5$

e) $45 \div 3$

b) $92 \div 4$

d) $48 \div 6$

f) $64 \div 4$

5 Teddy is working out $57 \div 3$

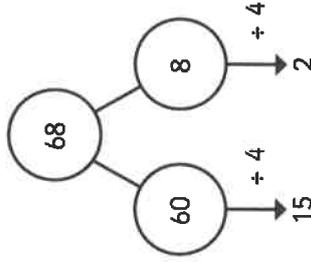


This division will need an exchange.

How does Teddy know this?

Talk about it with a partner.

6 Amir is working out $68 \div 4$



$68 \div 4 = 17$

Talk about Amir's method with a partner.

Divide 2-digits by 1-digit (1)

4 Use place value counters to work out the divisions.

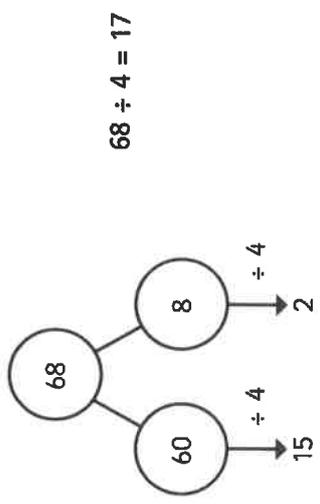
- a) $72 \div 3$
- b) $92 \div 4$
- c) $65 \div 5$
- d) $48 \div 6$
- e) $45 \div 3$
- f) $64 \div 4$

5 Teddy is working out $57 \div 3$



How does Teddy know this?
Talk about it with a partner.

6 Amir is working out $68 \div 4$



Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

a) $42 \div 3 = \square$

b) $96 \div 4 = \square$

c) $85 \div 5 = \square$

d) $84 \div 6 = \square$

8 Kim has 92 beads.
She wants to share them equally between 4 friends.
How many beads will each friend get?

9 Write $<$, $>$ or $=$ to make the statements correct.

- $96 \div 8$ $72 \div 6$
- $95 \div 5$ $63 \div 3$
- $51 \div 3$ $64 \div 4$
- $98 \div 7$ $95 \div 5$

1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones

1

- Talk about Whitney's method with a partner.
- Why is there one counter left over?
- Work out the division.
- Use place value counters to work out the divisions.

$50 \div 4$ $51 \div 4$

What do you notice?

2 Work out the divisions.

- | | | |
|----------------|----------------|----------------|
| a) $47 \div 3$ | d) $32 \div 5$ | g) $74 \div 3$ |
| b) $26 \div 5$ | e) $49 \div 6$ | h) $81 \div 7$ |
| c) $89 \div 4$ | f) $47 \div 4$ | |

3 Work out the divisions.

- | | | | |
|----------------|----------------|----------------|----------------|
| a) $36 \div 4$ | b) $70 \div 5$ | c) $45 \div 3$ | d) $92 \div 4$ |
| $37 \div 4$ | $71 \div 5$ | $46 \div 3$ | $91 \div 4$ |
| $38 \div 4$ | $72 \div 5$ | $47 \div 3$ | $90 \div 4$ |
| $39 \div 4$ | $73 \div 5$ | $48 \div 3$ | $89 \div 4$ |
| $40 \div 4$ | $74 \div 5$ | $49 \div 3$ | $88 \div 4$ |

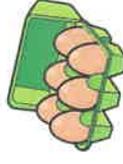
4 Dora has been working out some divisions.

$$\begin{aligned} 72 \div 4 &= 18 \\ 73 \div 4 &= 18 \text{ r}1 \\ 74 \div 4 &= 18 \text{ r}2 \\ 75 \div 4 &= 18 \text{ r}3 \end{aligned}$$



I know without working it out that $76 \div 4$ must be $18 \text{ r}4$

- Why does Dora think this?
- Explain why Dora is wrong.



5 Eggs come in boxes of 6
Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

$$\square \div \square = \square \text{ r} \square$$

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill boxes with eggs left over.

- 4 Dora has been working out some divisions.

$72 \div 4 = 18$
$73 \div 4 = 18 \text{ r}1$
$74 \div 4 = 18 \text{ r}2$
$75 \div 4 = 18 \text{ r}3$



I know without working it out that $76 \div 4$ must be $18 \text{ r}4$

- a) Why does Dora think this?
 b) Explain why Dora is wrong.

- 5 Eggs come in boxes of 6
 Annie has 75 eggs.



She wants to know how many boxes she can fill.

- a) Complete the division to work it out.

$$\square \div \square = \square \text{ r} \square$$

- b) What does the remainder represent?
 Talk about it with a partner.

- c) Complete the sentence.

Annie can fill boxes with eggs left over.

- 6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

- Equal numbers of each bulb are put into 4 tubs.
 How many of each bulb will be in each tub?
 How many of each bulb will be left over?
 How many tubs could Jack use so that there are no bulbs left over?

The Dream Giver English – Monday



First, pause the film at 3 min 36 seconds. Can you predict what you think the creature will look like?

Remember the name 'Shadow Serpent'.

Starter Task

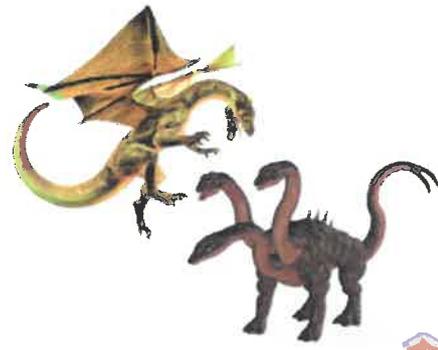
Record what you think the creature will look like and what attributes it may have- sharp claws, big eyes, venomous fangs etc.

The Dream Giver English – Monday



Then, watch the film up to 4 mins 4secs. Do you think that the monster is scary? Had you imagined something scarier? Could you produce something scarier in your writing?

Look at the pictures of the monsters and pick out features – eyes, skin, talons/claws, wings, tail, teeth etc.



Remember to help us describe things we can use expanded noun phrases and similes. Some similes are more powerful than others.

For example- The monster's eye was a chipped emerald glinting evilly in the darkness. - is much more effective than The monster's eye was round like a football.

The Dream Giver English – Monday



My example

Long, white fangs flashed in the creature's dark, cavernous mouth. The stench of its breath filled the air as it roared a long rattling roar. It spread its wings, which billowed behind it like the frayed cloak of an ancient wizard. The creature's eyes burned like hot coals dragged from the fires of the underworld, and as it came closer, its obsidian claws glinted in the dim moonlight and slashed at the air menacingly.

The Dream Giver English – Tuesday



Starter Task

First, watch the short section of the film between 3 min 20 secs and 4 min 09 secs. Can you think of your own bare bones?

The Bare Bones

1.

2.

3.

4.

5.

6.

Use this space to note
any key vocabulary

The Dream Giver English – Tuesday



Read through the two examples and decide which is more effective/exciting to read and why?

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped and listened for a moment. The moon shone brightly through the twisted limbs of the trees and an something scuttled behind her. She listened again, trying hard to see if someone was behind her in the darkness. They, whoever they were, had stopped too, was she imagining this? She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again – footsteps behind her in the darkness of the forest. She hurried and her feet made little impression on the soft, leaf-littered ground. There was rustling to her left so she ran as fast as her little legs would carry her. Something followed her and was getting closer. All of a sudden she tripped over and landed on her face in the mud. The thing was on top of her snarling and growling. Can you guess what it was? It was a huge, grey mean wolf.

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped. The moon shone brightly through the twisted limbs of the trees. She listened. The steps stopped too. She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again... footsteps. She hurried. There was rustling to her left. She ran. Something followed. She tripped. It was on top of her. Snarling. Growling.

The second example builds tension through the use of short sentences.

The Dream Giver English – Tuesday



Task

I would like you to create a short section of narrative to emulate the monster chasing the boy. Include some description and words like- meanwhile, whilst, (in the) meantime, back in the _____, at the same time.

Before tomorrow can you predict what you think will happen next? How might the boy defeat the monster? Will he get any help?

The Dream Giver English – Resources for Tuesday



The Dream Sequence

Describe the forest using two or three detailed sentences.

Use a two word sentence to describe the eyes appearing in the dark cave.

Use three sentences to describe what the Dream Giver is doing and what how he is feeling. Start with the phrase:
Back in the orphanage...

Add two short sentences to describe the boys actions.

Build up the tension as the monster comes closer. Use the phrase *closer and closer*.

The Dream Giver English – Wednesday



Starter Task

First, watch 'The Dreamgiver' from 4 min 09 secs until the end. Discuss how the boy would have been feeling.

Beginning of the clip	
When the monster has been defeated	
End of the film	

The Dream Giver English – Wednesday



Task

Today I would like you to think about writing in the 1st person. 3rd person is as if you are watching the action unfold.

First can you identify whether the sentences are written in the 1st or 3rd person.

Can you change these from 1st to 3rd?

I opened one eye slowly and looked around.	
I could feel my heart beating in my chest as I held my breath.	
I knew it was coming for me as it silently crept through the window.	

Can you change these from 3rd to 1st?

She tiptoed from her bed and peered through the wooden shutters.	
He walked. He counted to ten in his head and opened his eyes. Had it gone? He wondered.	
He was fast asleep when he heard it come. He had heard it before.	

DG Resource 78

1st or 3rd person?

I saw something moving behind the dustbins and I hid beneath the bed sheets until it had gone.	The boy peeked through the curtains searching for the source of the noise. He saw nothing in the darkness.
It moved! I am sure I saw it move- a huge figure wandering down the alleyway between the shadows.	I closed my eyes tightly. I could hear it trying to open the door as I lay as still as possible.
She was in bed the first time she heard it and she sat up wondering what it could be.	

DG Resource 78

Then can you change the sentences from 1st to 3rd person and vice versa?

The Dream Giver

English – Resources for Wednesday

1st or 3rd person?

I saw something moving behind the dustbins and I hid beneath the bed sheets until it had gone.

The boy peeked through the curtains searching for the source of the noise. He saw nothing in the darkness.

It moved! I am sure I saw it move- a huge figure wandering down the alleyway between the shadows.

I closed my eyes tightly. I could hear it trying to open the door as I lay as still as possible.

She was in bed the first time she heard it and she sat up wondering what it could be.



The Dream Giver

English – Resources for Wednesday

Can you change these from 1st to 3rd?

I opened one eye slowly and looked around.

I could feel my heart beating in my chest as I held my breath.

I knew it was coming for me as it silently crept through the window.

Can you change these from 3rd to 1st?

She tiptoed from her bed and peeked through the wooden shutters.

He waited. He counted to ten in his head and opened his eyes. Had it gone? He wondered.

He was fast asleep when he heard it come. He had heard it before.

The Dream Giver English – Friday



Starter Task

First, watch the BFG trailer.

<http://www.literacyshedblog.com/blog/teaser-trailer-the-bfg>

Think about how you would feel if you saw The BFG in the street.

Watch the opening of 'The Dreamgiver' up to 57 seconds. We do not see anyone in the film, but imagine if someone was looking out of their window and they saw 'The Dreamgiver' what would they think?

The Dream Giver English – Friday



Task

Today I would like you to think about what you would have seen if the creature was zooming across the sky. You can give yourself a fictitious name and character if you wish. Then see if you can interview a witness and record what they say.

Your name:

What did you see?

Witnesses Name:

What did they see?

Tim Peake

Who Is Tim Peake?

Timothy Nigel 'Tim' Peake is a British astronaut who was born in Chichester, West Sussex, England, on 7th April 1972.

Tim's Childhood

Tim grew up in a village with his older sister, mother and father. At an early age, Tim was fascinated with flying because his father took him to air shows.

He went to school at the Chichester High School for Boys.

After Tim Left School

- In 1990, Tim went to the Royal Military Academy Sandhurst.
- He trained to be a pilot and worked for 18 years for the army.
- In 2008, Tim applied to become an astronaut.
- In 2009, Tim began his astronaut training at the European Astronaut Corps.

Blast Off!

In December 2015, Tim Peake launched alongside two other astronauts. Tim reached his destination on the same day.

He spent six months living in space. During that time, he completed a spacewalk, which means he left the space station to complete jobs outside in space. This was watched by millions of people on Earth with excitement.

Home Again

Tim returned to Earth in June 2016, landing in Kazakhstan. During his mission, Tim made 3,000 orbits of the Earth.

It took two months for Tim's body to recover from the effects of zero gravity.



Did You Know...?

- Tim's first meal on board the International Space Station was a bacon sandwich and cup of tea.
- While in space, Tim travelled about 125 million km.
- Tim was the first British astronaut to complete a spacewalk.
- During Tim's return to Earth, he travelled at 25 times the speed of sound.

Questions

1. On which date was Tim Peake born? Tick one.

- 15th December 2015
- 7th April 1972
- 18th June 2016
- 7th April 1990

2. Which school did Tim attend? Tick one.

- Sussex Boys School
- Royal Military Academy Sandhurst
- European Astronaut Corps
- Chichester High School for Boys

3. How many years did Tim work for the army? Tick one.

- 16
- 17
- 18
- 19

4. Where did Tim land when he returned from space? Tick one.

- Russia
- England
- Kazakhstan
- Britain

5. Fill in the missing words in this sentence:

At an early age, Tim was _____ because his father took him to air shows.

6. How long did Tim spend in space?

7. Why do you think that people watched Tim's spacewalk with excitement?

Answers

1. On which date was Tim Peake born? Tick one.

- 15th December 2015
- 7th April 1972**
- 18th June 2016
- 7th April 1990

2. Which school did Tim attend? Tick one.

- Sussex Boys School
- Royal Military Academy Sandhurst
- European Astronaut Corps
- Chichester High School for Boys**

3. How many years did Tim work for the army? Tick one.

- 16
- 17
- 18**
- 19

4. Where did Tim land when he returned from space? Tick one.

- Russia
- England
- Kazakhstan**
- Britain

5. Fill in the missing words in this sentence:

At an early age, Tim was **fascinated with flying** because his father took him to air shows.

6. How long did Tim spend in space?

Tim spent six months in space.

7. Why do you think that people watched Tim's spacewalk with excitement?

Pupils' own responses, such as: I think people watched Tim's spacewalk with excitement because he was the first British astronaut to complete one and he had become very famous before going into space.

The Women Who Helped Build NASA

When NASA first started exploring space, lots of complicated mathematics needed to be done. Surprisingly, this wasn't done by electronic computers. Instead, a team of people worked out everything by hand. These amazing people were known as human computers.

Name: Dorothy Vaughan

Born: 20th September 1910

Dorothy loved maths and got a degree in mathematics. She worked at NASA as a human computer.

When Dorothy started working for NASA, Black workers had to be separated from White workers. This meant that Dorothy had to work in a separate office. This office was called the West Area Computing Unit.

Did You Know...?

Dorothy became the manager of the West Area Computing Unit.



Name: Katherine Johnson

Born: 26th August 1918



Katherine earned a degree in mathematics and French when she was 18. She worked with Dorothy Vaughan at NASA.

In 1958, Katherine started working with the Space Task Group. She worked on lots of space missions. She helped to decide when and where to launch the first rocket to land on the Moon.

Did You Know...?

John Glenn was the first American to go around the Earth in a spacecraft. He refused to go on the mission until Katherine had checked all of the details.

The Women Who Helped Build NASA

Name: Mary Jackson

Born: 9th April 1921

At university, Mary earned a degree in mathematics and physical science. She worked at the West Area Computing Unit.

When Mary left the West Area Computing Unit, she worked with someone who told her that she should train to become an **engineer**. The school that Mary needed to go only allowed White students. This meant that she had to ask for special permission to be allowed to learn.



Did You Know...?

Mary was NASA's first Black female engineer.

Name: Dr Christine Darden

Born: 10th September 1942

After earning a degree in mathematics, Christine worked as a human computer.

When she was working at NASA, Christine asked a manager why the engineers were mostly men. He told her that nobody had asked him that before. Soon after, Christine became an engineer.



Did You Know...?

Christine worked at NASA for 40 years!

Glossary

engineer: A person who designs, builds or looks after engines, machines and other structures.

Questions

1. Who was born on 9th April 1921? Tick one.
 - Dorothy Vaughan
 - Katherine Johnson
 - Mary Jackson
 - Dr Christine Darden
2. How long did Dr Christine Darden work at NASA for? Tick one.
 - 40 hours
 - 40 days
 - 14 years
 - 40 years
3. Draw **four** lines and complete each sentence. One has been done for you.

Dorothy Vaughan...	was told that she should train to become an engineer.
Katherine Johnson...	became the manager of the West Area Computing Unit.
Mary Jackson...	was born on 10 th September 1942.
Dr Christine Darden...	earned a degree in mathematics and French.

4. What did Mary Jackson earn a degree in? Tick one.
 - mathematics and physical science
 - mathematics and French
 - mathematics and German
 - mathematics and history

5. Fill in the missing words.

Katherine Johnson helped to decide when and where to launch the first _____ to land on the _____.

6. In 1958, who did Katherine Johnson start working with?

7. How do you think Dr Christine Darden felt when she became an engineer?

Explain your answer.

Answers

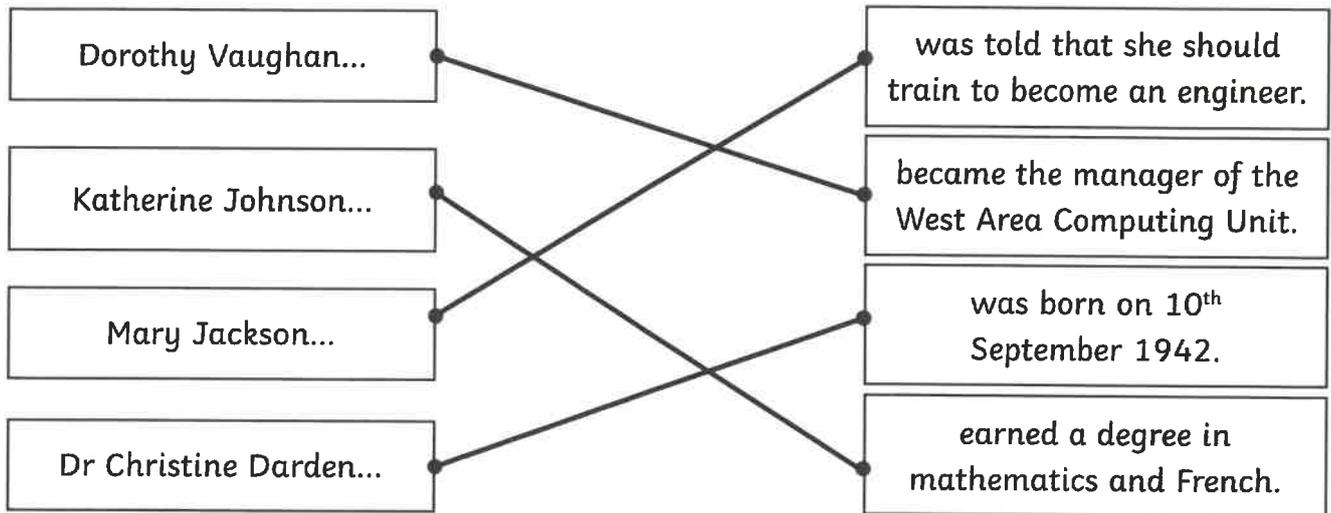
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- Dorothy Vaughan
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5. Fill in the missing words.

Katherine Johnson helped to decide when and where to
launch the first **rocket** to land on the **Moon** .

6. In 1958, who did Katherine Johnson start working with?

In 1958, Katherine started working with the Space Task Group.

7. How do you think Dr Christine Darden felt when she became an engineer?

Explain your answer.

Pupils' own responses, such as: I think that Christine felt really proud because she thought that only men could become engineers.

Matthew Henson

Matthew Henson was an American explorer. He was a member of the group who are thought to have been the first people to ever reach the North Pole. At the time, lots of people only spoke about the group's leader, Robert Peary. It wasn't until many years later that people also celebrated Matthew's success.



Early Life

Matthew Alexander Henson was born on 8th August 1866. He started working on a ship named 'Katie Hines' when he was 12 years old. Matthew travelled to many different countries on the ship and he learnt lots of new skills.



Later, Matthew worked in a shop. An explorer called Robert Peary visited the shop and spoke to Matthew. He was impressed by everything that Matthew had done and he offered him a job.

Matthew and Robert explored jungles and rainforests in Central America together. After this, Robert asked Matthew to explore the Arctic with him.

Journey to the North Pole

Matthew worked with the Inuit who lived in the Arctic. They taught him how to build sleds and how to make igloos out of the snow. People think that Matthew taught other people these skills when they joined him on a journey.

Matthew and Robert wanted to be the first people to reach the North Pole. They failed seven times before trying for a final time. The Arctic is not an easy place to explore and the team faced many challenges, such as extremely cold weather and cracking ice.

On 6th April 1909, Matthew and five other people made it to what they thought was the North Pole. The five others were Robert Peary and four Inuit men named Ooqueah, Ootah, Egingwah and Seegloo. Matthew said that he was walking at the front of the team so he thinks that he was the first person to ever reach the North Pole.

In 1906, Robert Peary was given a special medal for a trip that Matthew was also a part of. People think that Matthew wasn't given a medal at the time because he was Black. Nearly 100 years later, Matthew's achievements were also celebrated and he was given the medal.

Questions

1. What was 'Katie Hines'? Tick one.
 - an award
 - a location
 - an explorer
 - a ship
2. Number the events from 1-4 to show the order that they happened in. The first one has been done for you.
 - Matthew thought that he was the first person to reach the North Pole.
 - 1 Matthew worked on a ship.
 - Matthew and Robert explored jungles and rainforests.
 - Matthew met an explorer named Robert Peary.
3. Where were the jungles and rainforests that Matthew and Robert explored? Tick one.
 - Europe
 - South America
 - Central America
 - Asia
4. How old was Matthew when he started working on a ship? Tick one.
 - 10
 - 11
 - 12
 - 13
5. When did Matthew and five other people make it to what they thought was the North Pole?

6. Look at the paragraph beginning **Matthew Alexander Henson was born...**
Find and copy one word that means the same as **went**.

7. Explain why Matthew deserved to be given a special medal.

Answers

1. What was 'Katie Hines'? Tick one.
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 - a location
 - an explorer
 - a ship**
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 - South America
 - Central America**
 - Asia
4. How old was Matthew when he started working on a ship? Tick one.
 - 10
 - 11
 - 12**
 - 13
5. When did Matthew and five other people make it to what they thought was the North Pole?
On 6th April 1909, Matthew and five other people made it to what they thought was the North Pole.
6. Look at the paragraph beginning **Matthew Alexander Henson was born...**
Find and copy one word that means the same as **went**.
travelled
7. Explain why Matthew deserved to be given a special medal.
Pupils' own responses, such as: Matthew deserved to be given a special medal because he was also on the trip that Robert Peary was given a special medal for.

Matthew Henson

Matthew Henson was an American pioneer who explored the Arctic. Although Matthew was a member of the party who are thought to have been the first people to reach the North Pole, many reports after the event only spoke about the lead explorer, Robert Peary. It wasn't until many years later that Matthew's achievements were also celebrated.



Early Life

Matthew Alexander Henson was born on 8th August 1866 in the USA. When he was 12, Matthew got a job working as a cabin boy on a ship named 'Katie Hines'. On the ship, Matthew was looked after by someone named Captain Childs. Many people believe that he taught Matthew how to read and write, as well as how to work on a ship. Matthew travelled to many different countries while working on the ship.



When he finished working on the ship, Matthew started working in a shop. An explorer called Robert Peary visited the shop on his way back from Greenland and he spoke with Matthew. He was impressed by Matthew's experience with travelling and working on a ship and he offered him a job.

At the time, Robert was making maps of jungles and rainforests. Together, they spent two years exploring Central America. After this, Robert asked Matthew to explore the Arctic with him.

Reaching the North Pole

While exploring the Arctic, Matthew worked with the Inuit who lived in the harsh conditions. They taught him how to train dogs, how to build sleds and how to make igloos using snow. People believe that Matthew trained other people in these skills when they joined him and Robert Peary in their attempt to reach the North Pole.

After seven failed attempts to reach the North Pole, the group started to prepare to try for an eighth time. The Arctic is not an easy place to explore and the team experienced many challenges, such as freezing temperatures and cracking ice.

Matthew Henson

By the end of the journey, the team of explorers was made up of six people. These were Matthew Henson, Robert Peary and four Inuit men named Ooqueah, Ootah, Egingwah and Seegloo. On 6th April 1909, they arrived at what they believed to be the North Pole. Matthew said that he was the first ever person to reach the North Pole because he was walking at the front of the team when they reached their destination.



In 1906, Robert Peary was given a special medal for going farther north than any other human. This was something that Matthew was also a part of. It was felt that Matthew wasn't given the award at the time because he was Black. Nearly 100 years later, Matthew's achievements were also celebrated and he was named as a winner.

Questions

1. In which country was Matthew born? Tick one.
 - England
 - the USA
 - Greenland
 - the North Pole
2. What did Matthew **not** do while working as a cabin boy on a ship? Tick one.
 - learn how to read and write
 - learn how to work on a ship
 - travel to many different countries
 - meet Robert Peary
3. Number the events from 1-4 to show the order that they happened in.
 - Matthew had seven failed attempts to reach the North Pole.
 - Matthew began working in a shop.
 - Matthew reached what he believed to be the North Pole.
 - Matthew got a job working as a cabin boy.
4. Tick one answer to show the missing part of the sentence.
Many people believe that _____ taught Matthew how to read and write.
 - Captain Childs
 - Ooqueah
 - Egingwah
 - Robert Peary
5. What was 'Katie Hines'?

6. **While exploring the Arctic, Matthew worked with the Inuit who lived in the harsh conditions.**

Explain what the word **harsh** means in this sentence.

7. Explain why someone would need to be prepared before exploring the Arctic.

8. Summarise what you have learnt about Matthew Henson using 20 words or fewer.

Answers

- In which country was Matthew born? Tick one.
 - England
 - the USA**
 - Greenland
 - the North Pole
- What did Matthew **not** do while working as a cabin boy on a ship? Tick one.
 - learn how to read and write
 - learn how to work on a ship
 - travel to many different countries
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- Number the events from 1-4 to show the order that they happened in.
 - Matthew had seven failed attempts to reach the North Pole.
 - Matthew began working in a shop.
 - Matthew reached what he believed to be the North Pole.
 - Matthew got a job working as a cabin boy.
- Tick one answer to show the missing part of the sentence.
Many people believe that _____ taught Matthew how to read and write.
 - Captain Childs**
 - Ooqueah
 - Egingwah
 - Robert Peary
- What was 'Katie Hines'?
'Katie Hines' was the name of the ship that Matthew worked on.
- While exploring the Arctic, Matthew worked with the Inuit who lived in the harsh conditions.**
Explain what the word **harsh** means in this sentence.
Pupils' own responses, such as: In this sentence, the word 'harsh' means difficult.
- Explain why someone would need to be prepared before exploring the Arctic.
Pupils' own responses, such as: Someone would need to be prepared before exploring the Arctic because it's not an easy place to explore. It has freezing temperatures so you would need to have the right type of clothes to keep warm.

8. Summarise what you have learnt about Matthew Henson using 20 words or fewer.
Pupils' own responses, such as: He was an explorer who is thought to be one of the first people to reach the North Pole.

Marie Maynard Daly

Marie Maynard Daly was a famous scientist. She was the first Black woman in the USA to receive the highest award at university in **chemistry**. Marie was well known for researching how fatty foods affect our hearts.

What Was Marie's Childhood Like?

Marie Maynard Daly was born on 16th April 1921 in New York, USA. Marie's family believed that education was very important. Marie worked hard at school and she especially loved learning about science.



Did You Know...?

Marie's father was very talented at science and loved the subject. Sadly, he couldn't afford to go to **university** even though he was offered a place when he was younger.

What Did Marie Learn about at University?

Marie went to university and continued to study for seven years. This was important because not many Black women went to university at the time. Marie became the first Black woman in the USA to receive the highest **degree** in chemistry in the USA.

How Do Fatty Foods Affect Our Bodies?

Our bodies need some fat but too much of it can cause problems. Marie carried out lots of research into how fatty foods affect our bodies. She found out that foods which are high in fat can stop the blood from flowing properly around the body. Large amounts of fat in our diet can lead to heart problems.

Marie's work was very important because it showed how high levels of fat affect our heart's health.

Did You Know...?

Some foods contain high levels of fat, such as meats, cheese, butter and fried food.



How Will Marie Be Remembered?

Marie believed that all students should be able to go to university to learn about science if they wanted to so she created a fund for Black students which paid for their studies. This meant that they could go to university even if they didn't have enough money.

Marie has been named as one of the Top 50 Women in Science. In 2016, a school in her hometown was named after her.

Glossary

chemistry: An area of science.

degree: An award given by a university.

university: Where adults go to continue their education after leaving college.

Questions

1. What did Marie enjoy learning about at school? Tick one.

- maths
- science
- history
- art

2. Which of these foods contain high levels of fat? Tick **two**.

- cheese
- rice
- potatoes
- butter

3. Draw **three** lines and match each word to its meaning.

chemistry

university

degree

an area of science

an award given by a university

where adults go to continue their education after leaving college

4. What type of building was named after Marie? Tick one.

- a library
- a museum
- a school
- a university

5. Find and copy one word which shows that Marie's father was good at science.

6. Fill in the missing words.

Marie was the first Black _____ in the USA to receive the
_____ award at university in chemistry.

7. Why do you think that Marie was named as one of the Top 50 Women in Science?

Answers

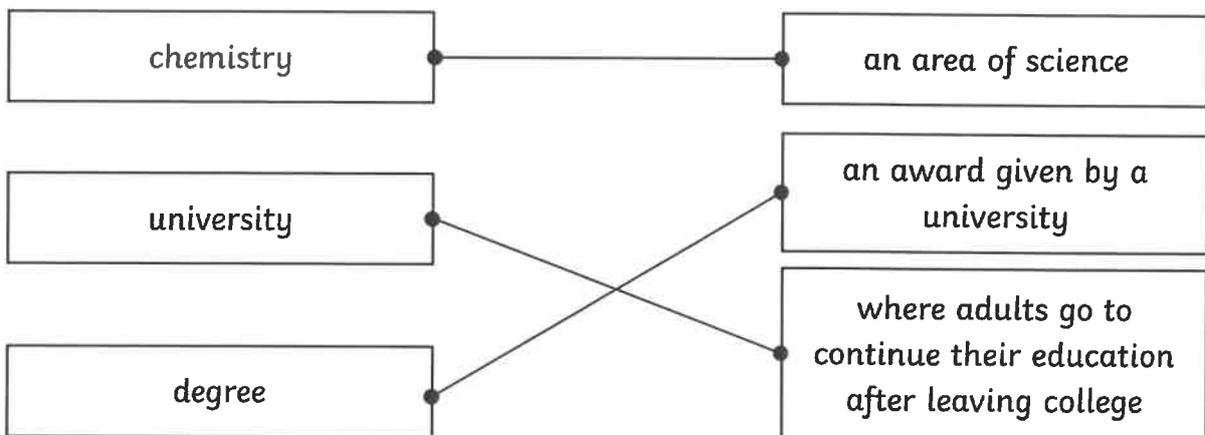
1. What did Marie enjoy learning about at school? Tick one.

- maths
- science**
- history
- art

2. Which of these foods contain high levels of fat? Tick **two**.

- cheese**
- rice
- potatoes
- butter**

3. Draw **three** lines and match each word to its meaning.



4. What type of building was named after Marie? Tick one.

- a library
- a museum
- a school**
- a university

5. Find and copy one word which shows that Marie's father was good at science.

talented

6. Fill in the missing words.

Marie was the first Black **woman** in the USA to receive the
highest award at university in chemistry.

7. Why do you think that Marie was named as one of the Top 50 Women in Science?

Pupils' own responses, such as: Marie made some important discoveries about fat and how it affects our bodies. She also made history by becoming the first Black woman in the USA to receive the highest award at university in chemistry.

Art and Nature

Humans have created artwork inspired by nature for thousands of years. From the ancient cave paintings created in the Stone Age to more modern pieces of art, the natural world has inspired paintings, music and the written word throughout human existence. Let's explore how nature could inspire you to create your own **masterpiece**.

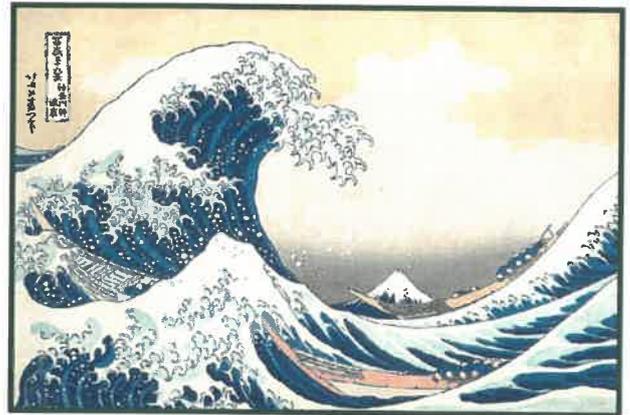
Nature Inspiring Sculpting

Andy Goldsworthy is an award-winning environmental artist. To create his sculptures, he uses:

- fallen leaves;
- branches;
- pebbles;
- stone.

Which natural materials could you use to create your own sculpture? You could:

- collect and arrange different coloured leaves to create a pattern;
- weave twigs and branches together to make a structure;
- stack pebbles and rocks in an interesting way.



'The Great Wave off Kanagawa' by Katsushika Hokusai

Nature Inspiring Music

Italian **composer** Antonio Vivaldi created a piece of classical music called 'The Four Seasons'. It is split up into different sections and each section tries to sound like the season it is named after.

'Spring' tries to sound like bird calls.

'Summer' tries to sound like swarms of wasps.

'Autumn' tries to sound like the hunters' horns.

'Winter' tries to sound like the chattering of teeth.

Why not listen to it for yourself? Can you hear what Vivaldi was inspired by?

Take a walk in your local park or sit in your garden at different times of day. Close your eyes and listen to the different sounds that could inspire your own music. Think about the instruments you could use to make those sounds. Can you use your body to make the sounds of morning birdsong?

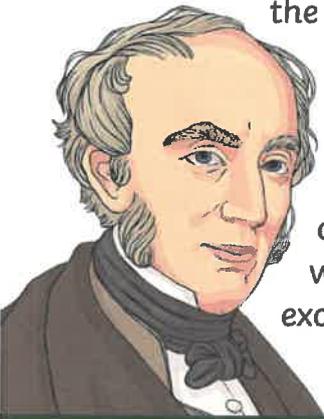
Nature Inspiring Poetry

William Wordsworth was a British poet. Many of William's famous poems were inspired by nature. His poems talk about:

- flowers blooming;
- different kinds of plants;
- birds hopping and playing;
- the chirps and calls of different birds.

Which plants or animals could you write poetry about? You may wish to describe

the sights and sounds of your garden or the crunching beneath your feet on a chilly day could inspire you to write a poem full of exciting adjectives.



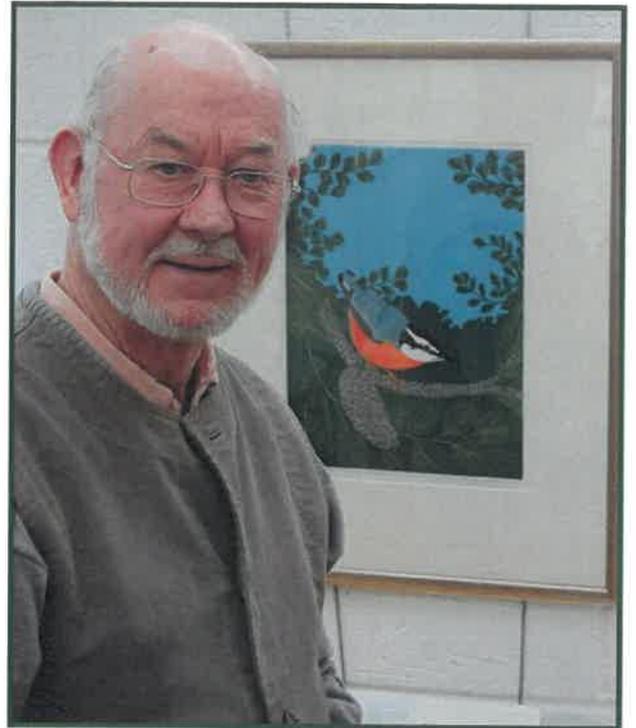
An Extract From

I Wandered Lonely as a Cloud

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.



Robert Gillmor Photograph by Pigsonthewing is licensed under CC BY 2.0.

Nature Inspiring Artwork

Robert Gillmor is an artist and illustrator. As a child, Robert spent many hours watching his grandfather creating prints in his workshop. Just like his grandfather, Robert began creating artwork inspired by birds.

Which animal would you love to become an expert on? Why not research your chosen creature online or visit a local nature reserve? Spend time watching them; how do they move? What colours, patterns and textures can you see? Think about how you could recreate these using different materials and skills.



Be Inspired!

Inspiration for your own art is all around you.

- Birds in the bright sky could inspire a piece of art using charcoal on a blue fabric.
- Feathers, leaves and twigs you find during a springtime walk could be used to make a natural collage.
- Take a camera to your local park. Can you take a picture of a colourful bird in flight or an interesting minibeast?

The possibilities are endless. Why not explore your local environment and use the colours, sounds and textures of nature to create some artwork of your own?



Glossary

composer: A person who writes music.

illustrator: A person who draws pictures for books or magazines.

masterpiece: An outstanding piece of artwork.

Questions

1. What is the name of the Italian composer who created 'The Four Seasons'? Tick one.

- Andy Goldsworthy
- William Wordsworth
- Antonio Vivaldi
- Robert Gillmor

2. Number the artists from 1-5 to show the order they appear in the text. The first one has been done for you.

- William Wordsworth
- 1 Katsushika Hokusai
- Robert Gillmor
- Antonio Vivaldi
- Andy Goldsworthy

3. List **two** materials that Andy Goldsworthy uses to create his sculptures.

- _____
- _____

4. Find and copy the name of one poem written by William Wordsworth.

5. **Andy Goldsworthy is an award-winning environmental artist.**

Rewrite this sentence in your own words.

6. Give **two** ways in which you could use natural materials to create your own sculpture.

7. Explain how the art created by Andy Goldsworthy is different to that created by Robert Gillmor.

8. Which type of nature-inspired masterpiece would you most like to create? Give a reason for your answer.

Answers

1. What is the name of the Italian composer who created 'The Four Seasons'? Tick one.

- Andy Goldsworthy
- William Wordsworth
- Antonio Vivaldi**
- Robert Gillmor

2. Number the artists from 1-5 to show the order they appear in the text. The first one has been done for you.

- William Wordsworth
- Katsushika Hokusai
- Robert Gillmor
- Antonio Vivaldi
- Andy Goldsworthy

3. List **two** materials that Andy Goldsworthy uses to create his sculptures.

Accept any two of the following: fallen leaves; branches; pebbles; stone.

4. Find and copy the name of one poem written by William Wordsworth.

'I Wandered Lonely as a Cloud'

5. **Andy Goldsworthy is an award-winning environmental artist.**

Rewrite this sentence in your own words.

Pupils' own responses, such as: Andy Goldsworthy is an artist, who has won lots of awards, for his artwork made from nature.

6. Give **two** ways in which you could use natural materials to create your own sculpture.

Pupils' own responses, such as: I could create my own sculpture using natural materials by collecting and arranging different coloured leaves. I could also weave twigs and branches together to create a structure.

7. Explain how the art created by Andy Goldsworthy is different to that created by Robert Gillmor.

Pupils' own responses, such as: The works of art created by Andy Goldsworthy and Robert Gillmor are different because Andy Goldsworthy creates sculptures that are 3D and Robert Gillmor creates flat pictures and prints that are 2D.

8. Which type of nature-inspired masterpiece would you most like to create? Give a reason for your answer.

Pupils' own responses, such as: I would most like to create my own piece of classical music because it would be fun to play the instruments and people would listen to it for lots of years to come.

