



**English – non chronological reports**

**Writing:** Use the passive voice/verb to make your report sound more formal. Here are some videos and quizzes to remind you of how to use it. The first is a great introduction, but look at the second too if you want to see another explanation from KS3.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsx2b82>

<https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zkttng8>

Now, look at the sentences you have been writing about your animal. You want to create a mixture of active and passive voice sentences, so your task is to change **some** of your active sentences to passive. Put an asterisk \* against the ones you prefer – you might choose to use some of these for your final report. Finally, here is an example of what you could do:

**Active:** *Foxes eat a wide range of food including rabbits, rodents, birds, fish, frogs, fruit and sometimes even vegetables and worms.*

**Passive:** *Rabbits, rodents, birds, fish, frogs, fruit and sometimes even vegetables are among a wide range of food eaten by foxes.*

**Reading:** Read the information below on new species that have been found in the Amazon Rainforest.

<https://www.bbc.co.uk/newsround/24644492>

Do you notice that a few of these reports tell you about the threats to these species? To give a fully rounded report about your animal, you will also need to explain how it could be endangered. Check that you have some notes on this now, and add them in if necessary.

**Challenge:** what does WWF stand for? Find out about the work of this organisation and explain your learning in whichever way you wish.

**Spelling: curriculum and common exception words.**

Use Spelling Frame to practise learning curriculum words. Choose your level of challenge.

Years 5 & 6: spelling rule 53 <https://spellingframe.co.uk/spelling-rule/42/53-Word-list-years-5-and-6---a-to-av->

Years 3 & 4: spelling rule 25 <https://spellingframe.co.uk/spelling-rule/26/25-Word-list-years-3-and-4---a-to-bi->

Year 2: spelling rule 30 <https://spellingframe.co.uk/spelling-rule/107/30-Common-exception-words>

**Theme -**

Last week we were learning about the four different layers of the Rainforest and the animals that live in each section. This week we are going to be exploring the science behind how plants adapt to living in the rainforest. Before you start researching, write down a list of essentials that plants need to grow. Which on your list might plants find difficult in a rainforest? Using the link below and any other resources you have at home write down the wonderfully creative ways that plants and trees in a rainforest adapt to survive and even thrive. You could break it down into each layer and add to your previous notes from last week. <https://www.twinkl.co.uk/resource/t3-g-109-rainforest-plant-adaptations-powerpoint>

**Maths – Fractions and Decimals**

We have looked at tenths and hundredths, this time we are going to take a closer look at thousandths. Imagine a bar of chocolate split into one thousand pieces. One of those pieces is one thousandth (1/1000 or 0.001). Write these numbers in three different ways: 0.472, 0.529, 0.307 & 0.406.

0.394

= 3 tenths, 9 hundredths and 4 thousandths

$$= \frac{3}{10} + \frac{9}{100} + \frac{4}{1000}$$

$$= 0.3 + 0.09 + 0.004$$

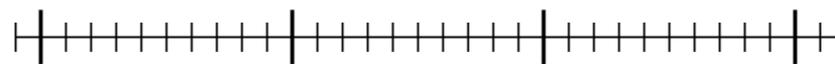
Draw a square in your book. This square has a value of 1. Choose three different colours and colour in 1 tenth, 1 hundredth and 1 thousandth. Complete these sentences: There are \_\_\_\_ thousandths in a whole/tenth/hundredth.

Using the digit cards only once, create 3 different decimal numbers with 3 decimal places. Each number must be greater than 0.3 but less than 0.6. Find all 3 possible sets of numbers.



Draw arrows and write labels to show where these decimal numbers would go on the number line.

- a) 5.041      b) 5.032      c) 5.024      d) 5.018



Write these decimal numbers as mixed numbers: 0.012, 0.12, 0.003, 0.102, 0.007, 0.12, 0.001. Write these mixed numbers as decimals: 1 245/1000, 4 50/100, 352/1000, 1 495/1000, 65/1000.

**Below are some maths games and activities to explore:**

[https://mathsframe.co.uk/en/resources/resource/292/Montys\\_Maths\\_Wall](https://mathsframe.co.uk/en/resources/resource/292/Montys_Maths_Wall)

<https://www.helpingwithmath.com/resources/games/5nbt3-decimals-words01/5nbt3-decimals-words01.htm>

<https://www.teacherled.com/iresources/decimals/comparedecimals/>

<https://www.splashlearn.com/decimal-games>