Home Learning

1.2.21

Monday

Impede (verb)

delay or prevent by obstructing.

English

Apostrophes

An apostrophe is the same shape as a comma (,) but placed above the line (’).

Apostrophes show two things:

- That one thing belongs to another.
- That some letters of a word have been left out to join words together.

In this PowerPoint we will explore the first use of apostrophes.

Showing Possession

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about **more than one thing** we call this **plural**.

For example, a pack of **wolves** or a group of **countries**.



If the noun is plural, ends with an ‘s’ and we need to attach an apostrophe to it, we just attach an apostrophe without an ‘s’ after it.

For example, the wolves’ prey was a deer.

Showing Possession

Plural nouns can be spelt using a variety of different letter endings. As long as the noun ends with an ‘s’, we still show an apostrophe of possession using an apostrophe without an ‘s’ after it.



The boys’ fancy dress costumes attracted a lot of attention.



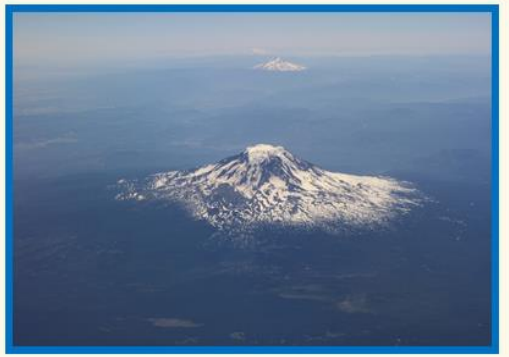
The loaves’ glaze is shiny.



The ponies’ diet is mostly grass.



The houses’ chimneys are all made from brick.



Two of the cascade volcanoes’ summits are visible in this photo.

Look out for…

Just because a word ends with 's' doesn't mean it needs an apostrophe!

Here are some examples of words that don't need apostrophes:

- Present tense verbs (walks)
- Plural nouns that are not possessive (I like monkeys)
- Possessive pronouns (that pencil is hers)

Look out for…

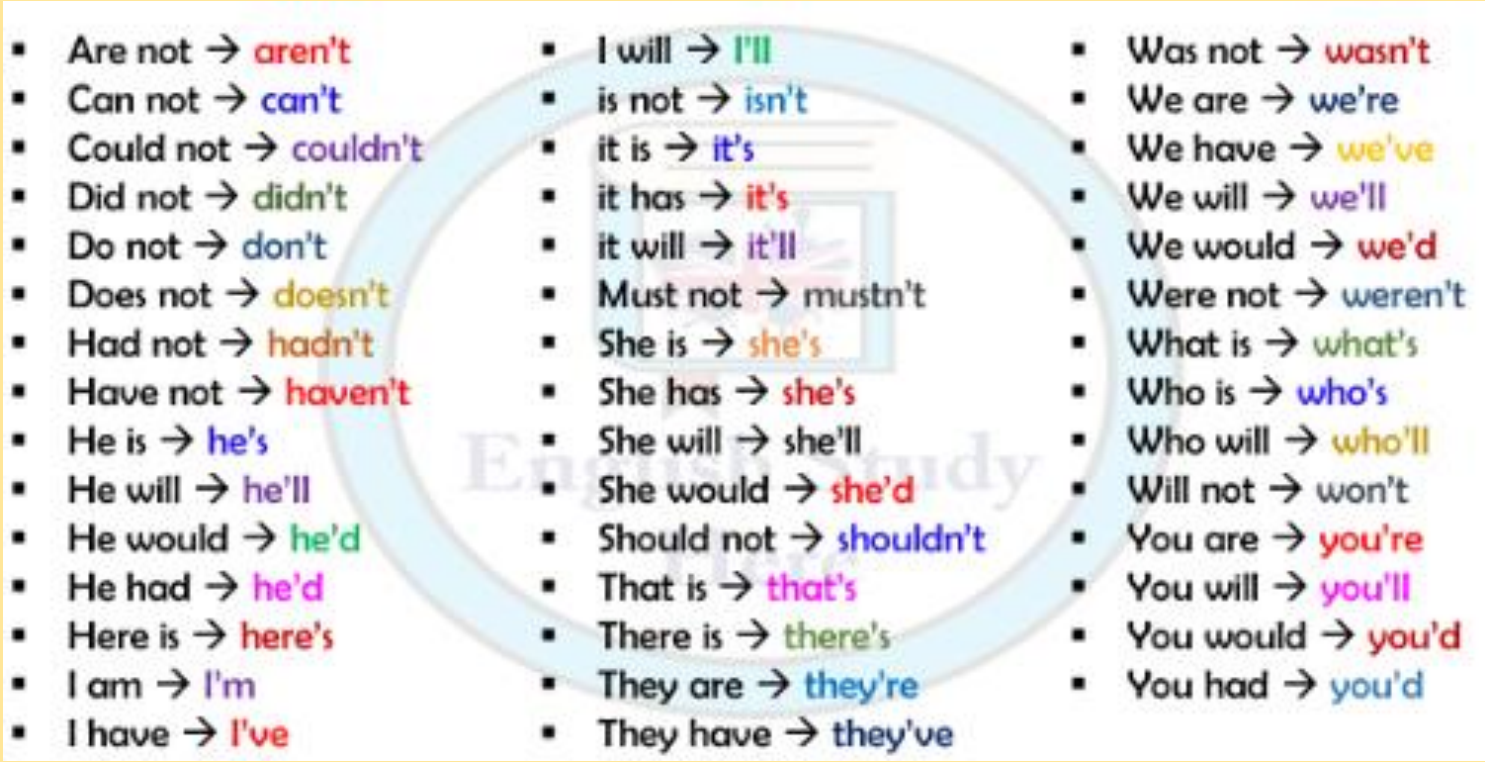
Some plural nouns do not end in ‘s’, like ‘children’ and ‘people’.

To make these nouns possessive, add an apostrophe and an ‘s’.

For example: children’s and people’s.

Contractions

- Letters are removed to shorten words.
- The apostrophe shows the position where the letters are missing.



Tasks

Apostrophes are useful little punctuation marks — they can show that words have been combined to form a contraction, or show if something belongs to someone.

1. Circle all the **contractions** in the box below.

A contraction, or a contracted form, is a shortened version of a phrase.

can't	verb	we have	they're	
	there's		I'm	
doesn't				
his	carrot		can	

2. Rewrite the words below as **contractions**.

she is ➡	*she's*	**was not** ➡	.....
we had ➡	.....	**who is** ➡	.....
you are ➡	.....	**could not** ➡	.....
they have ➡	.....	**she had** ➡	.....
he has ➡	.....	**would have** ➡	.....

3. Tick the sentences which use apostrophes correctly.

a. Cara won't call me until she's ready. ☐

b. The girls migh'tve stayed longer if it had rained. ☐

c. She'd forgotten how to use her toothbrush. ☐

d. Brendan isn't happy with the result. ☐

e. She hadnt' handed in her homework. ☐

f. They were'nt impressed by the duck's performance. ☐

4. Circle the correct version of each word in the sentences below.

Apostrophes can also show that something belongs to someone.

Florence's / **Florences** bedroom was in the dungeon.

We ate the **farme'rs** / **farmer's** sandwiches by mistake.

Emilys' / **Emily's** sock had a gigantic hole in the heel.

5. Each of these sentences is missing an apostrophe.
Tick the box above where the apostrophe should be added.

Stephens friend, Mike, has lots of colouring books.

The balloons we found on the stairs were Margarets.

Thomas and Joel bought the elephants favourite doughnuts.

6. Complete these sentences by writing out the word in brackets to show possession.

Elspeth shook ..... (Michael) hand vigorously before the meeting.

The ..... (company) president forgot to wear any trousers.

We couldn't find the ..... (children) party anywhere.

It was difficult to see how the ..... (sheep) food had just disappeared.

The ..... (tree) branches were blown about by the wind.

Tasks

7. Write out each of the sentences below using apostrophes.

The badger that belongs to the boy. → *the boy's badger*

The badger that belongs to the boys. → .....

The badgers that belong to the boys. → .....

8. Put a tick next to the sentences where the word in bold is **plural**.

'Plural' means more than one

A plane landed in the **cows'** field. ☑

Ellie hasn't met her **brothers'** friends. ☐

I didn't see the **crocodile's** tail. ☐

The **ladies'** hats were all bright green. ☐

Hugh didn't like the **book's** cover. ☐

9. Rewrite these sentences with apostrophes in the correct places.

Lolas treehouse has got two trapdoors.

.....

Garys parrots are very colourful.

.....

The womens dresses were really beautiful.

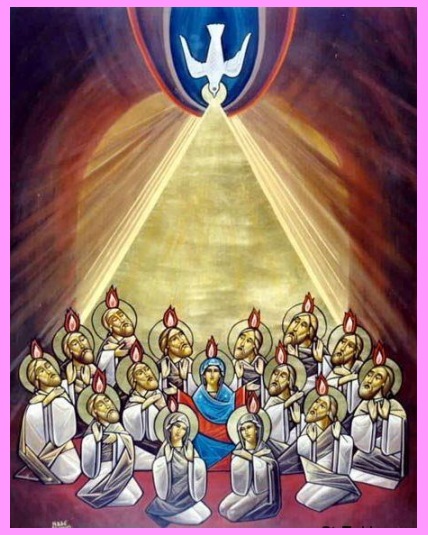
.....

Gareths jumper was knitted by Brians uncle.

.....

RE

Act 2: 2-8

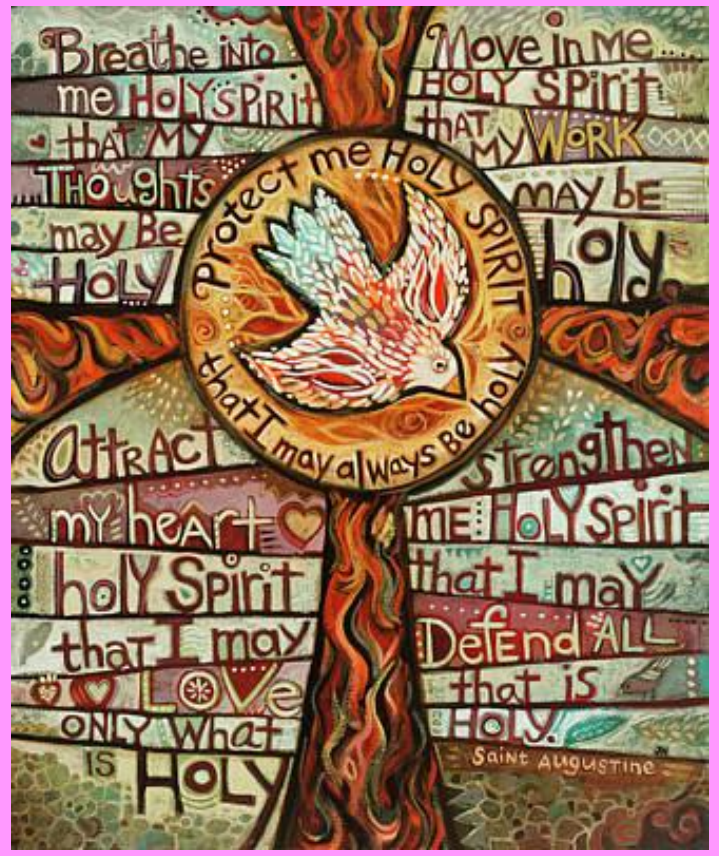


- 2 Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. 3 Then they saw what looked like tongues of fire which spread out and touched each person there. 4 They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.
- 5 There were Jews living in Jerusalem, religious people who had come from every country in the world. 6 When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. 7 In amazement and wonder they exclaimed, “These people who are talking like this are Galileans! 8 How is it, then, that all of us hear them speaking in our own native languages? 9

Example Posters







Science

Task

Your challenge is to create a poster exploring how the eye works and how it's key parts function.

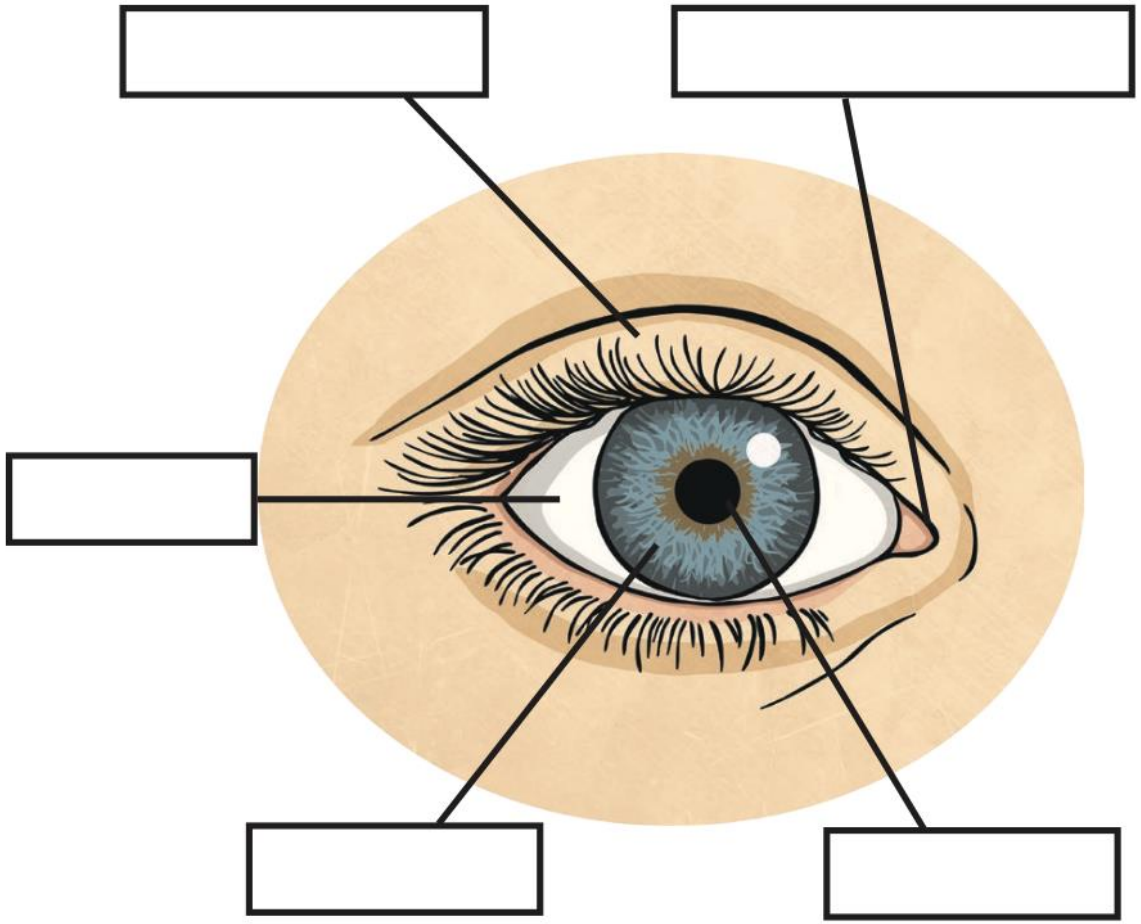
Please see the link below for guidance:

https://www.bbc.co.uk/bitesize/clips/zf9c87h



To save you time you could you label the diagrams on the following slides to help you create your poster.

A diagram to show the front of the eye



Vision Vocab

lens

pupil

eyelid

sclera

caruncle

Vision Vocab

lens

iris

cornea

macula

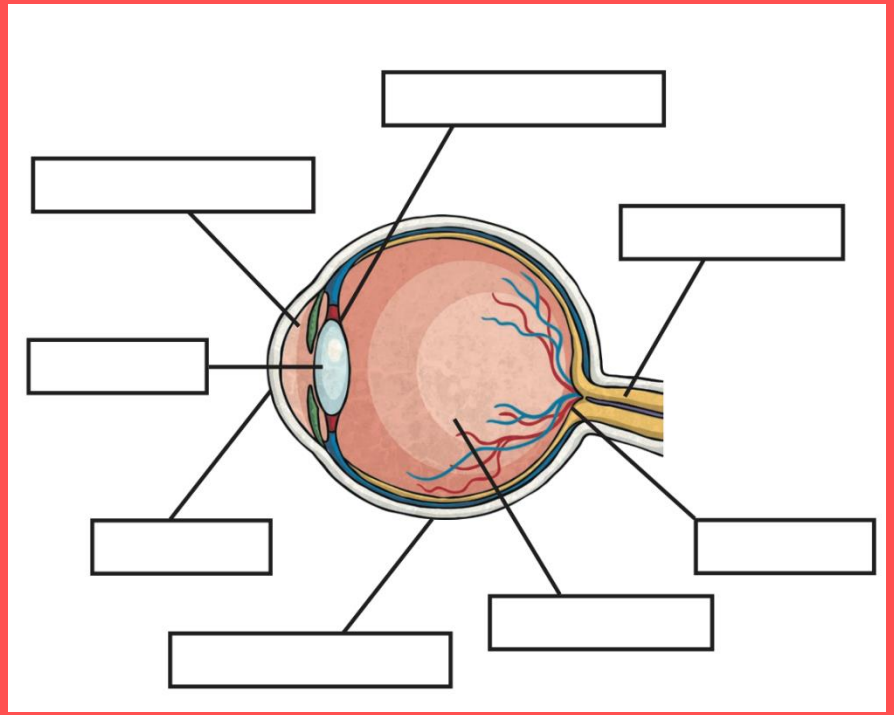
sclera

retina

Optic nerve

ciliary muscle

A diagram to show the side on view of the interior of an eye



Questions to consider for your poster?

1. **How does light get into our eyes when not everything is a light source?**
2. **Why can't we see in the dark?**
3. **What is the role of the iris?**
4. **What is the role of the lens?**
5. **Why do some people need to where glasses? (Be scientific in your explanation – refer to the lens in the eye)**
6. **What happens after the light has hit the lens?**

Potential answers

From the lens, the light hits the back of the eyeball this is called the retina. The retina is covered in lots of light-detecting cells. Very much like the sensors in a data logger. Also just like in the data logger a signal is sent down a cable like structure in the human eye, the light sensing cells sends a signal to the optic nerve. The optic nerve carries signals to the brain rather like the data loggers sends a signal to a computer. The brain works out what we are seeing.

We are able to see because light is reflected off objects that are not light sources into our eyes.

Short-sighted people find it hard to focus on things that are far away; long-sighted people find it difficult to focus on things that are close. This is due to the way the lens in their eyes have developed. In some cases this form of vision impairment can be corrected.

The role of the lens is to help us see clearly from a range of distances because the lens in our eyes can change shape. Muscles tighten or relax so that the lens becomes fatter or thinner.

We are unable to see in the dark because without a light source, there will be no light reflecting of an objective into our eye so it will appear as if there is nothing there.

The role of the iris is to expand and contract to control the amount of light that enters our eyes.

Extra hot challenge

On your poster explore ways that humans need to be careful and why.











Tuesday

Jubilant (adj)

a feeling of great happiness

English

Modelled Write



Ahead of Lenny, through the streaks of golden, morning sunlight, a figure emerged wearing a long, thick, brown coat. Was he dreaming? Was he in danger once more?

In a soft voice, the figure called out, “Lenny? Is that you?”

“Y…e…s? Who are you?” Lenny replied hesitantly.

As the outline approached closer and closer, he considered slowly retreating but realised he had nowhere to go. It was then that Lenny’s heart skipped a beat; it was a face he would never forget. As if by some miracle, mother had returned.

Running, like he was floating on heavenly clouds, Lenny leapt into his Mother’s loving embrace as she squeezed him tightly.



Geography


North West
Mid-West
West
South West
South East
North East
Mid-Atlantic
Washington
Oregon
Montana
Idaho
Wyoming
North Dakota
South Dakota
Nebraska
Minnesota
Iowa
Wisconsin
Michigan
Illinois
Indiana
Ohio
Pennsylvania
New York
Maine
Vermont
New Hampshire
Massachusetts
Rhode Island
Connecticut
New Jersey
Delaware
Maryland
Washington D.C.
Virginia
West Virginia
Kentucky
Tennessee
North Carolina
South Carolina
Georgia
Florida
Alabama
Mississippi
Louisiana
Arkansas
Missouri
Kansas
Oklahoma
Texas
New Mexico
Arizona
Colorado
Utah
Nevada
California

The Mid-Atlantic Region





The White House is the official residence (home) and workplace of the president of the United States. It is located at 1600 Pennsylvania Avenue NW in Washington, D.C., and has been the residence of every U.S. president since John Adams in 1800.



The Washington Monument is an obelisk within the National Mall in Washington, D.C., built to commemorate George Washington, once commander-in-chief of the Continental Army (1775–1784) in the American Revolutionary War and the first President of the United States (1789–1797).



The United States Capitol, often called the Capitol Building, is the meeting place of the United States Congress (Government) and the seat of the law makers of the U.S. federal government. It is located on Capitol Hill at the eastern end of the National Mall in Washington, D.C.



The Lincoln Memorial is a US national memorial built to honour the 16th President of the United States, Abraham Lincoln. It is on the western end of the National Mall in Washington, D.C., across from the Washington Monument, and is in the designed in the style of a temple.



The White House

The West Wing



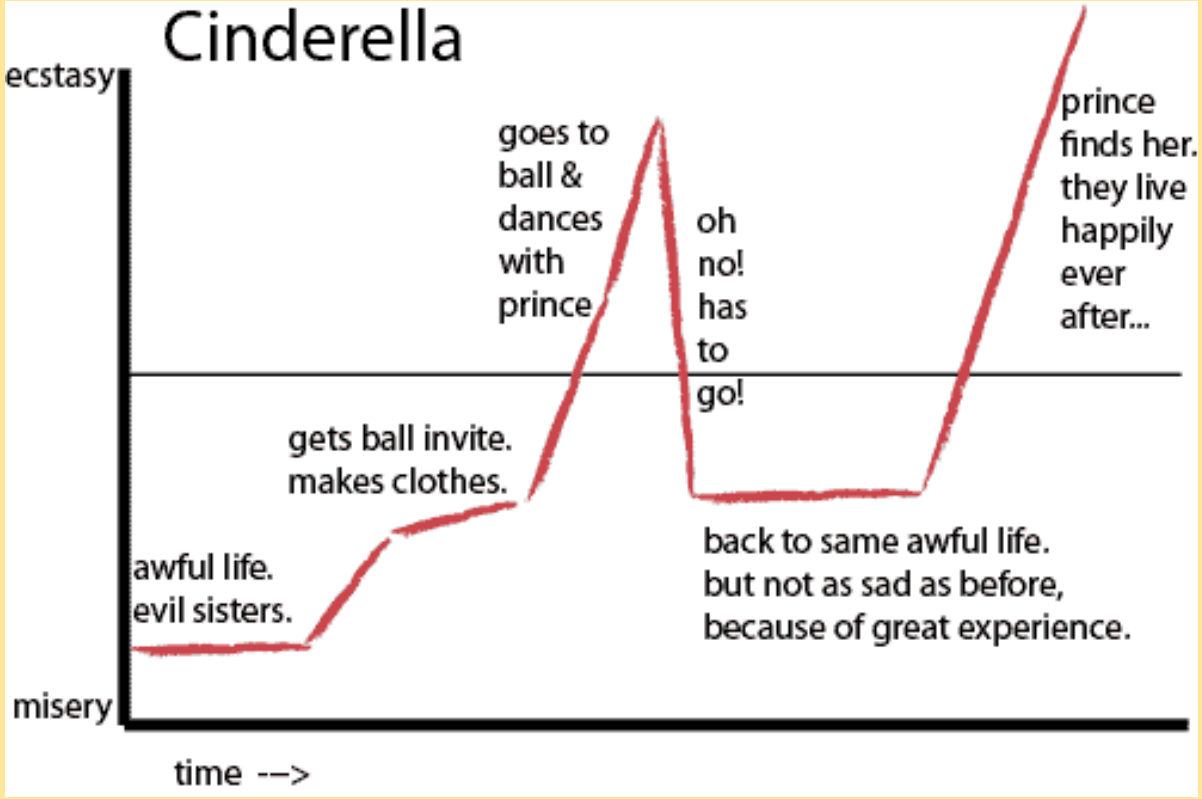
Wednesday

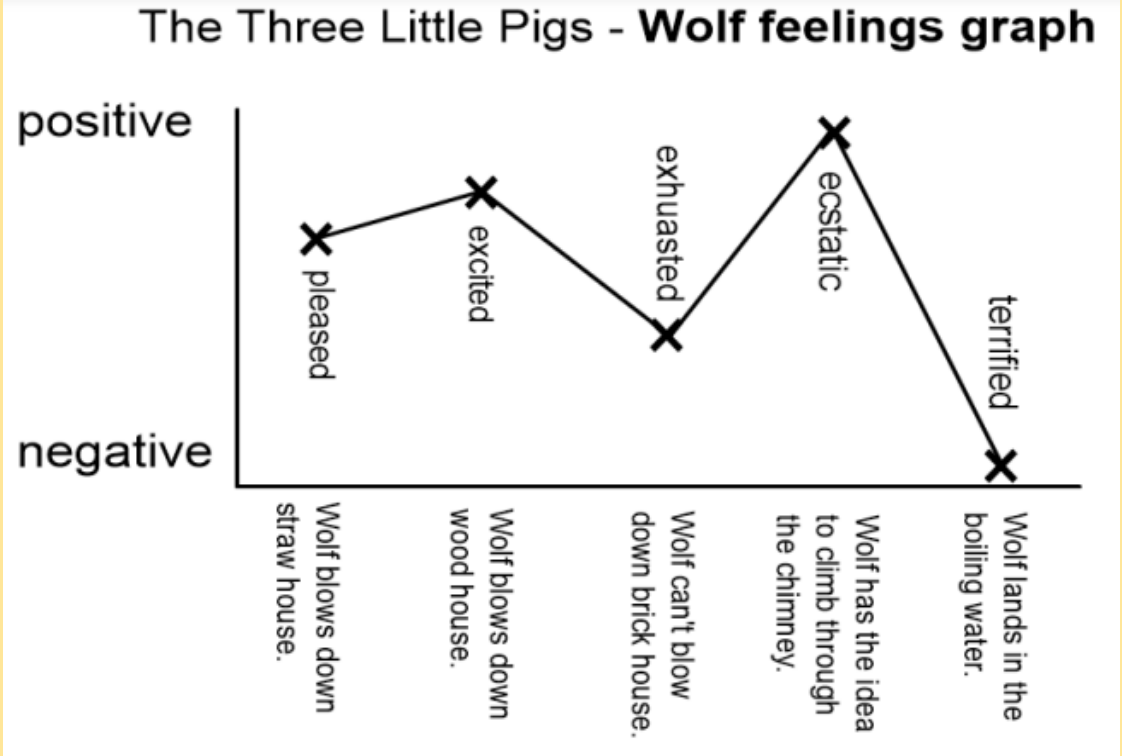
Profound (adj)

very great or intense state

English

Emotion graphs



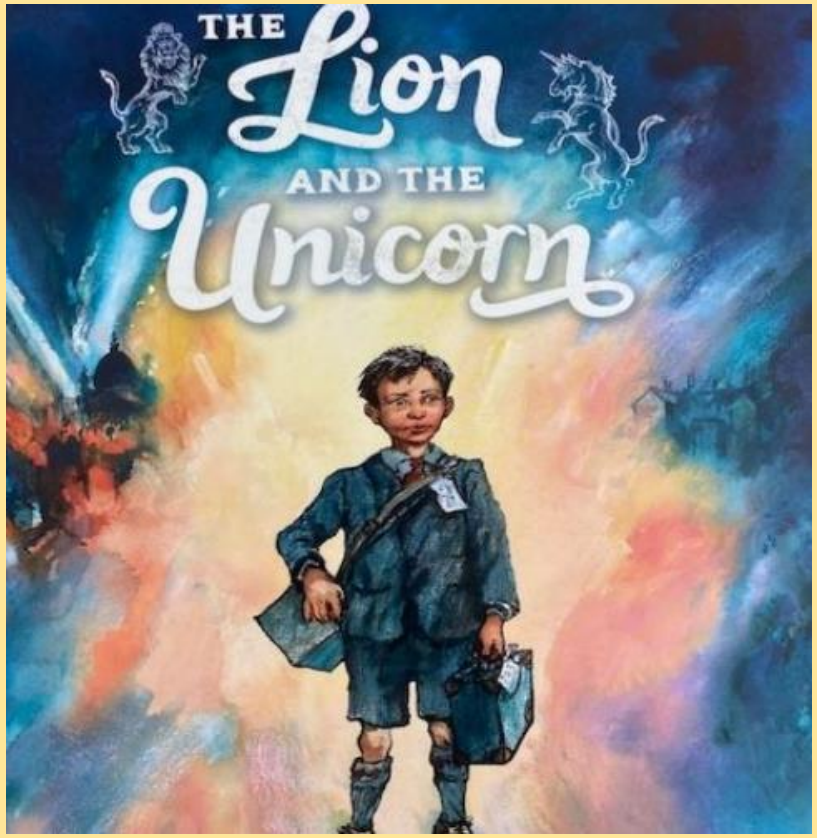


Copy this example into your book



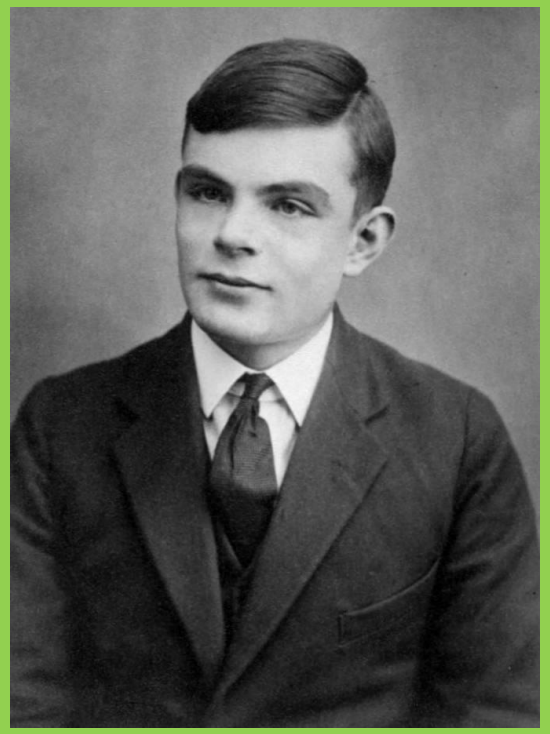
Plot these key events along the graph using ‘x’ marks.
Join up your points using straight or freehand lines.
Label each point with the event name and draw an image to represent it.

The Air Raid
Evacuation to the countryside
Arriving and settling at the new house
Breakfast – bacon?
Discovering the garden
Bullies at school
Escaping under the cover of darkness
Reuniting with Mum



History

Alan Turing, a man ahead of his time, was the brains behind a famous code breaking device, which many people believed did save many lives and bring about an early end to WW2.



Task 1: Codebreakers



Your mission should you choose to accept will be to race against the clock, under pressure and against one another to crack the code and complete the task before anyone else does.

Morse Code Alphabet Chart

A	●−	B	−●●●	C	−●−●	D	−●●
E	●	F	●●−●	G	−−●	H	●●●●
I	●●	J	●−−−	K	−●−	L	●−●●
M	−−	N	−●	O	−−−	P	●−−●
Q	−−●−	R	●−●	S	●●●	T	−
U	●●−	V	●●●−	W	●−−	X	−●●−
Y	−●−−	Z	−−●●	0	−−−−−	1	●−−−−
2	●●−−−	3	●●●−−	4	●●●●−	5	●●●●●
6	−●●●●	7	−−●●●	8	−−−●●	9	−−−−●

Use the chart on the left to help you decipher the unbreakable code on the next slide.

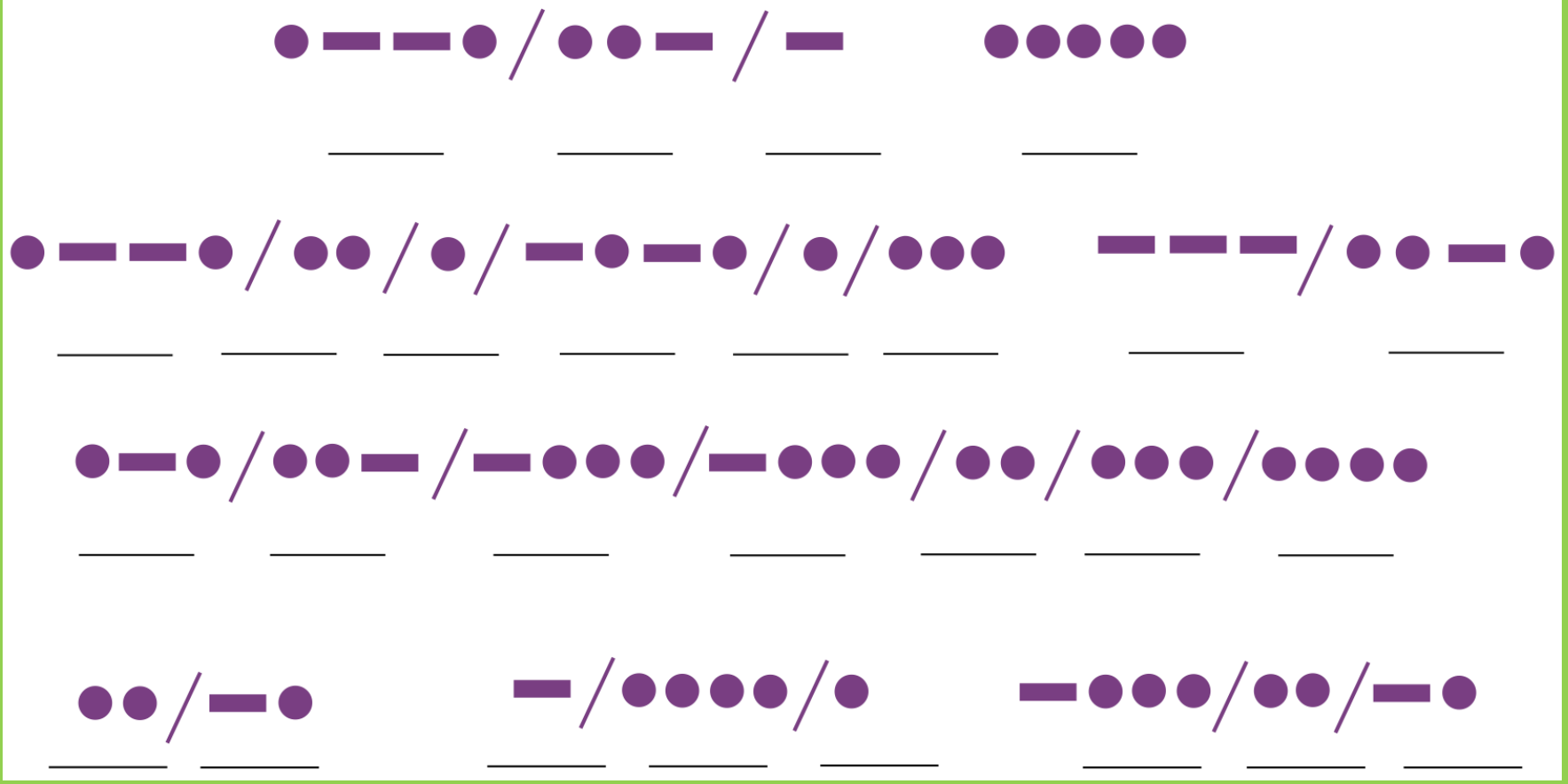
What do you think it must have been like for the codebreakers during the war?

STM Enigma

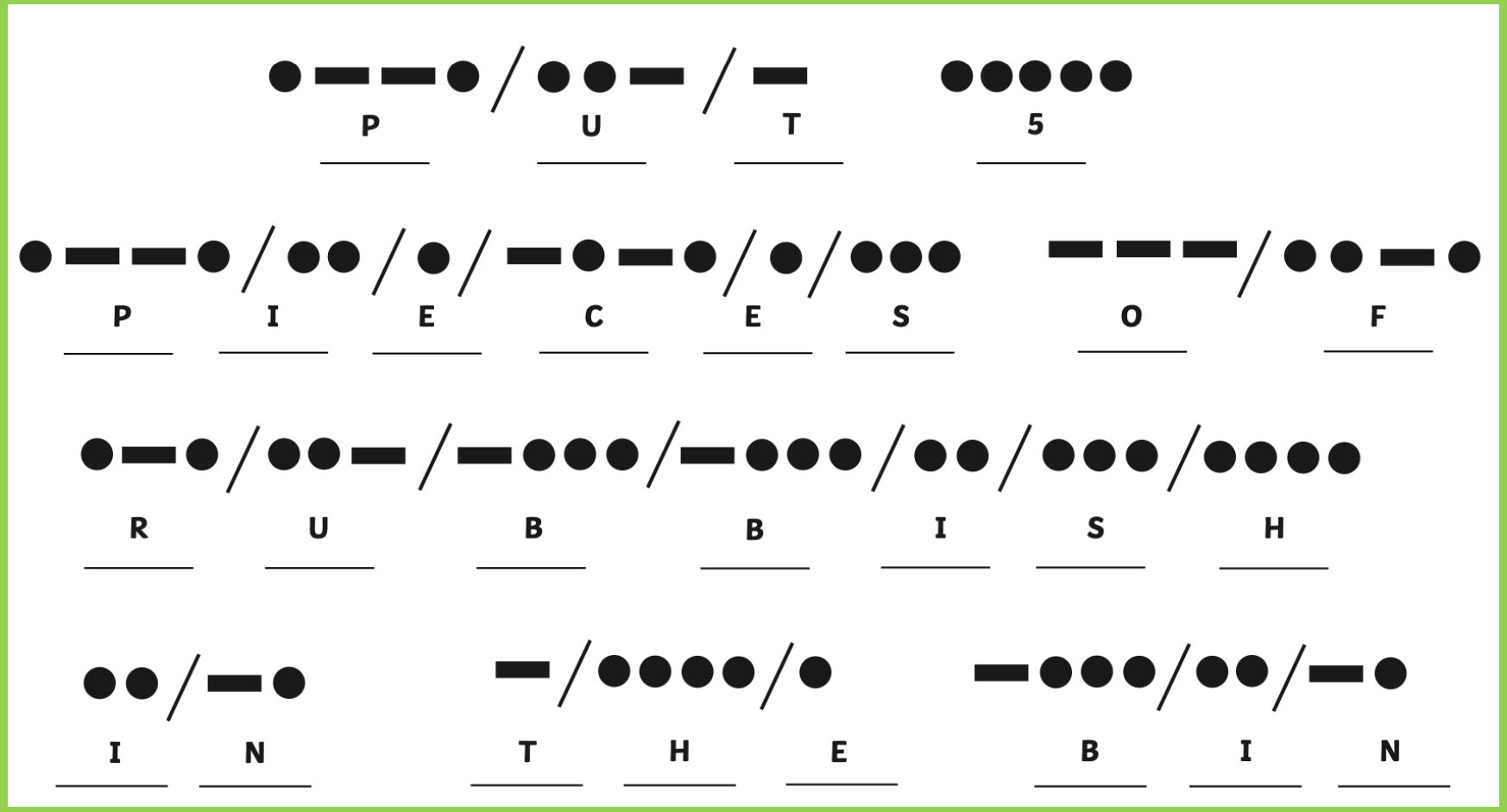
Use the Morse Code Alphabet Chart to help you translate this message.

Complete the task once you have decoded it.

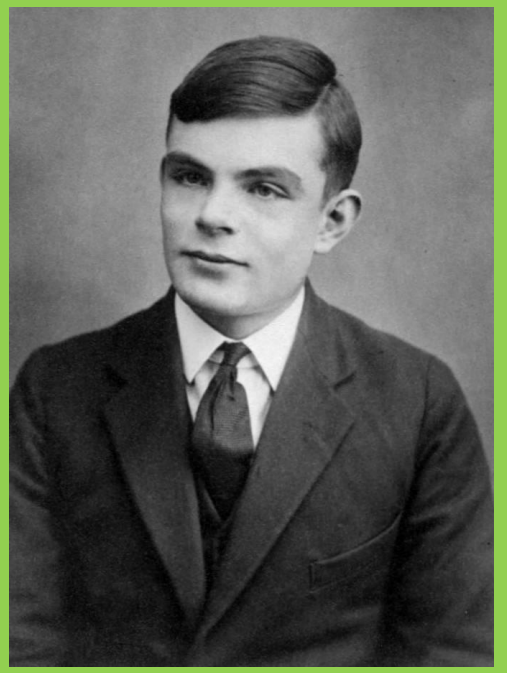




Answers to codebreaking challenge



Who was Alan Turing?



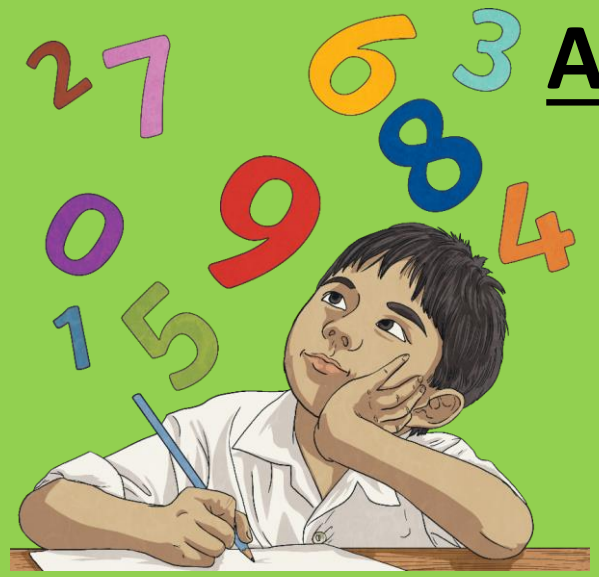
Alan Turing was a British mathematician. During the Second World War, he worked as a codebreaker, cracking German codes created by Enigma machines. His work was pivotal in the Allies' victory.





Alan's early life

Alan Turing was born on 23rd June 1912. He had an older brother called John. Their father worked for the British civil service in India. Turing's parents wanted their sons to be raised in Britain so the boys stayed with family friends while their parents were in India.



Alan Turing's Education

When Turing was 13, he went to a boarding school called Sherborne School. At the time, the school did not place much emphasis on mathematics and science so Alan felt quite discouraged.

While at the school, his close friend Christopher Morcom died of a disease called tuberculosis. Turing's grief inspired him to dedicate himself to scientific discoveries.

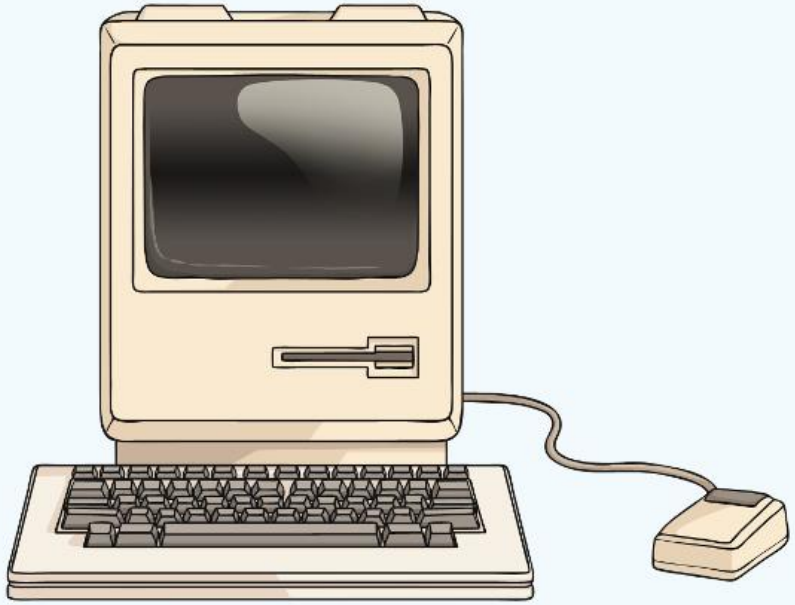


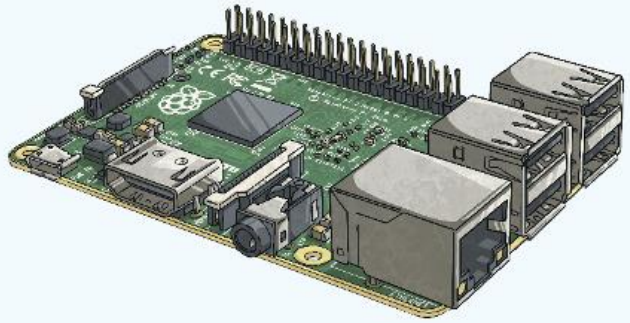
He later won a scholarship to study mathematics at King's College, Cambridge. He obtained a degree in mathematics with distinction.

The Universal Machine

In 1936, Turing created the idea of a special machine that could follow simple codes. He called this the 'Universal Machine'.

These machines are now known as a 'Universal Turing Machine' and they formed a lot of the ideas behind computing.







Second World War

Cryptanalysis is the study of **encrypted** messages. During the Second World War, Germany sent encrypted messages about its military strategies. To win the war, it was vital that the Allies were able to decode these messages.

A team of workers at a place called Bletchley Park were set the task of decoding these messages.



Encrypted – where information is changed into a code so it can only be understood by the recipient.

The battle against the Enigma

Not long after the First World War, a German man named Arthur Scherbius invented a machine called the Enigma.

The Enigma was a machine that looked like a typewriter. As you typed in your message, a different letter lit up. The message was converted into a code using these illuminated letters. The person receiving the message also had an Enigma. When they typed in the coded message, the letters from the original message lit up and it could be read. This meant that orders could be passed secretly.



Turing gets to work at Bletchley Park

Bletchley Park is a stately home in Buckinghamshire. During the Second World War, it was the home of the Government Code and Cipher School (GC&CS).

Turing started work at Bletchley Park. Soon after his arrival, he had devised a way of cracking the German's code. He invented something called a 'Bombe', which tried out lots of different solutions for breaking a code before finding the correct one.

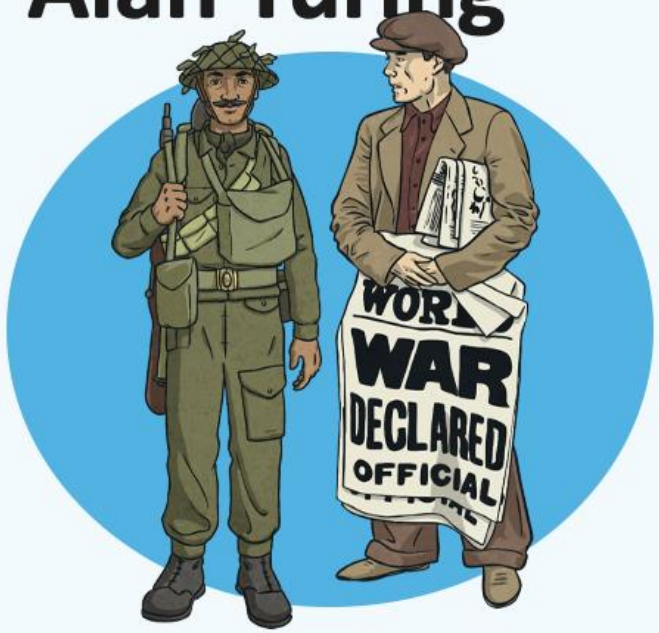
Although the 'Bombe' was successful, Bletchley Park didn't have enough machines or the workers to read all the German messages. Turing wrote to the prime minister, Winston Churchill. Before long, Bletchley Park had more workers and more 'Bombes'.

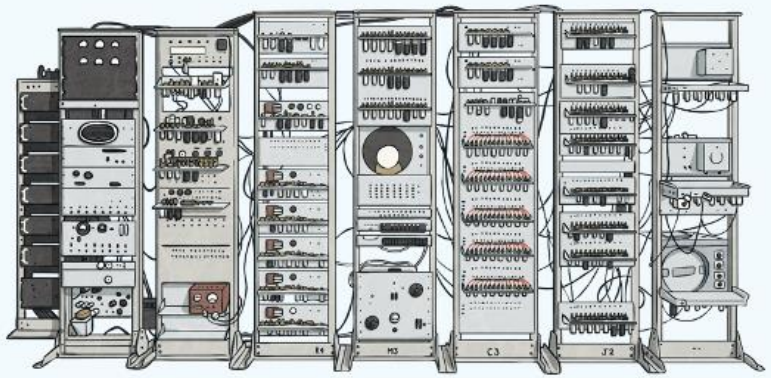


The Legacy of Alan Turing

Breaking the German code meant the Allies knew when and where attacks were planned.

Without Turing's discovery, military experts believe that the Second World War could have carried on for another two years. Consequently, millions of lives were saved.





Turing was awarded the OBE (Order of the British Empire) in 1946 for his wartime work. He died on 7th June 1954.

On 15th July 2019, the Bank of England announced that Alan Turing's image will be featured on the new £50 note, which is due to enter circulation in 2021.

Task 2: Turing Biography

Your next mission is to create a Biography on the life of Alan Turing, you can either use the research within this ppt or your own research.

The following headings could guide you:

Who was Alan Turing?

Early life and Education

The Universal Machine

The Second World war

Turing at Bletchley Park

The Legacy of Alan Turing

RE

A ‘CREED’?

a set
of beliefs that influences
the way you live.



The origins of the ‘Apostles’ Creed’

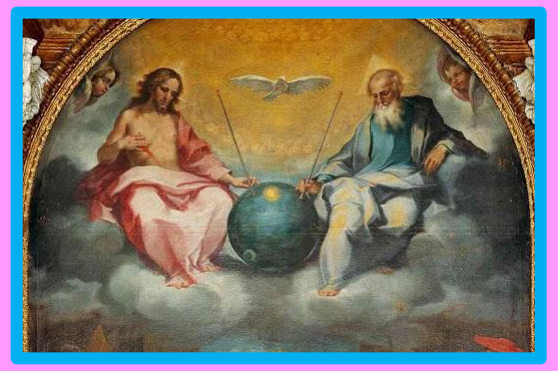
The earliest known mention of the expression "Apostles' Creed" occurs in a letter of AD 390 from a synod (council of the church) in Milan and may have been associated with the belief, widely accepted in the 4th century, that, under the inspiration of the Holy Spirit, each of the Twelve Apostles contributed an article to the twelve articles of the creed.







I believe in God,
the Father Almighty,
Creator of heaven and earth,
and in Jesus Christ, His only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died and was buried;
He descended into hell;
on the third day He rose again from the dead;
He ascended into heaven,
and is seated at the right hand of God the Father Almighty;
from there He will come to judge the living and the dead.
I believe in the Holy Spirit,
the Holy Catholic Church,
the communion of Saints,
the forgiveness of sins,
the resurrection of the body,
and life everlasting.
Amen





Thursday

Deliberate (adj)

done consciously and with intent.

My Story Planning Sheet

1. Beginning

Where does your story start?

Who is there?

What are they doing?

2. Build up

What is the **problem**?

What happens? (Lots of action and excitement)

3. Sorting out the problem

How is the problem sorted out?

Who sorts it out?

4. End

What happens to the main characters at the end of the story?

What might your last line be?

Who are your characters?

Setting

Where does your story take place?

What can be seen there?

What can be heard there?

How might your characters feel there?

Which powerful language words can you use?

Which conjunctions can you use?

Draw a picture of your setting:

English

PSHE What makes you who you are?



Friday

Contemplate (verb)

think about or look at for a long time.

Think deeply.

Art

