English Spellings

This week children, I would like you to pick 10 words from your spelling list and put those words into a sentence. Write 2 sentences a day into your copies. I have given a definition for some of the words that you might find difficult.

<ie> for /ee/

1. field
2. chief
3. piece
4. brief
5. shield
6. grief
7. relief
8. frieze (painted decoration on a wall)
9. fielder
10. priest
11. believe
12. achieve
13. diesel
14. thieves
15. besiege (surround a place with armed forces in order to capture it or force it to surrender)
16. audience
17. briefcase
18. unbelievable

English Novel

This week we will focus on chapter 11 of your novel. I will give you **vocabulary work**, some **comprehension questions** and some **critical thinking** and **creative activities** to complete. You can write your answers into your writing copies.

**Monday 11th May**

**Read** Chapter 9, 10 and 11 of your novel **The Lion the Witch and the Wardrobe**

**We will study** chapter 11 this week**: Aslan is Nearer**

**Read this glossary of new vocabulary from chapter 11 and complete the activities underneath it.**

**Chapter 11: Aslan is Nearer**

**Vocabulary:**

**repulsive** disgusting

**gaiety** merry-making, celebration

**vermin**  common harmful or unpleasant animals

**gluttony** excess in eating or drinking

**glade** an open space surrounded by woods

**alighting** landing

**Vocabulary enrichment activity**

**Fill in the blanks with the words or expressions from the lists above that make the most sense based on the story.**

1. When the party of animals saw the Witch, all the \_\_\_\_\_\_\_\_\_ went out of their faces.

2. The Witch called the animals \_\_\_\_\_\_\_\_\_\_\_\_.

3. Edmund saw the ground covered with flowers as they came into a \_\_\_\_\_\_\_\_\_\_\_\_\_ of birch trees, and birds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on branches soon after that.

Tuesday 12th May

Comprehension – **Answer the following questions based on Chapter 11.**

1. What did the Dwarf bring Edmund to eat and drink?

2. What did the Witch order the wolf to do?

3. How did Edmund feel riding in the Witch’s sledge?

4. Why did the Witch stop suddenly?

5. What did she do to the party of animals?

6. Why did the sledge stop running well?

7. What did the Witch, the Dwarf, and Edmund do when the sledge couldn’t go any further?

8. What did the Dwarf say had happened?

Wednesday 13th May

Critical Thinking

1. Why do you think Edmund shouted out for the Witch not to harm the animals?

2. Why do you think his heart gave a great leap when he realized the frost was over?

Thursday 14th May

Create/ Write

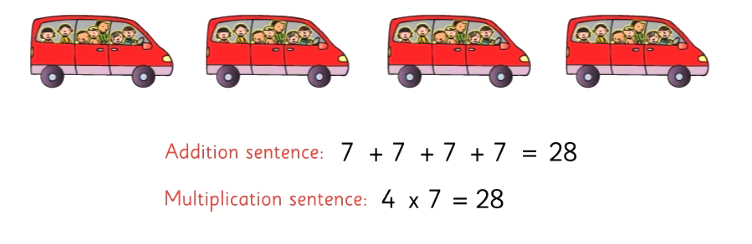
Imagine you are a reporter for a newspaper. Write a short report about the sudden onset/beginning of spring in Narnia. (Remember in the last three pages of chapter 11 Edward notices all the signs of spring in Narnia).

Maths homework

This week children, we will take a look at **chapter 23** in our Maths book: **Multipication and Division by 7**

Below you will find W.A.LT’s for **pages 123 – 126**. You can complete one page of chapter 23 Monday – Thursday and on Friday, you can complete page 127. On page 127, we have not done the decimal chapter, so you do not need to do questions 2, 3, 4, 5, 6!

1. **W**e **A**re **L**earning **T**o develop an understanding of multiplication as repeated addition (page 123)



1. **W**e **A**re **L**earning **T**o write multiples of 7 (page 123)

Multiples of 7 are: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70

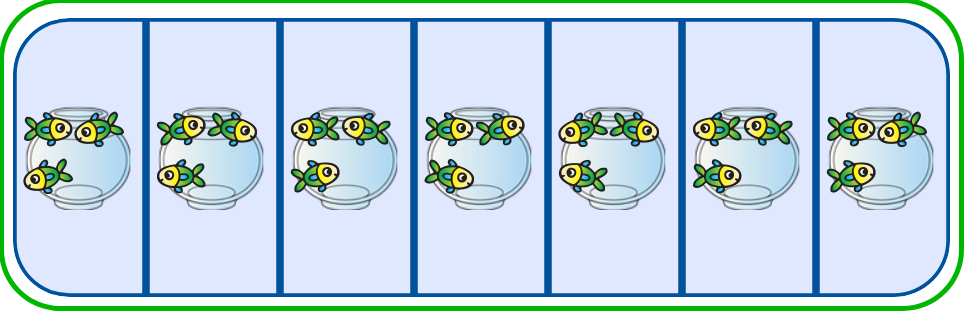
1. **W**e **A**re **L**earning **T**o count on in 7’s (page 123)
2. **W**e **A**re **L**earning **T**o use a mental strategy for counting on in 7’s.

Add 10, then fall back 3 places. (page 124)

1. **W**e **A**re **L**earning **T**o develop an understanding of division as equal sharing (page 125)

Share 21 tropical fish equally among 7 fish bowls

Division sentence: 21 7 = 3



1. **W**e **A**re **L**earning **T**o develop an understanding of division as repeated subtraction (page 125)
2. **W**e **A**re **L**earning **T**o understand that division is the inverse/opposite of multiplication and vice versa

4 7

1. 28
2. **W**e **A**re **L**earning **T**o solve problems involving multiplication and division (page 126)

Tables Learn 7 and 7

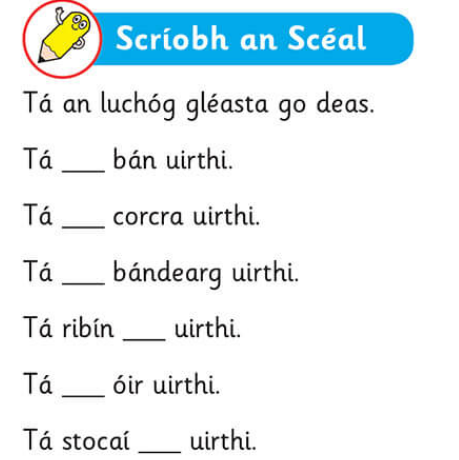
Irish homework

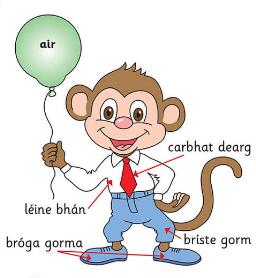
Téama: Éadaí

You can continue to read your **Léigh sa Bhaile** book this week children. Read page 44 - 48.

When you are describing how a girl is dressed, use the pronoun **‘uirthi’**. Mar shampla, tá Niamh gléasta go deas. Tá geansaí dearg **uirthi**. =Niamh is dressed nice. She is wearing a red jumper.

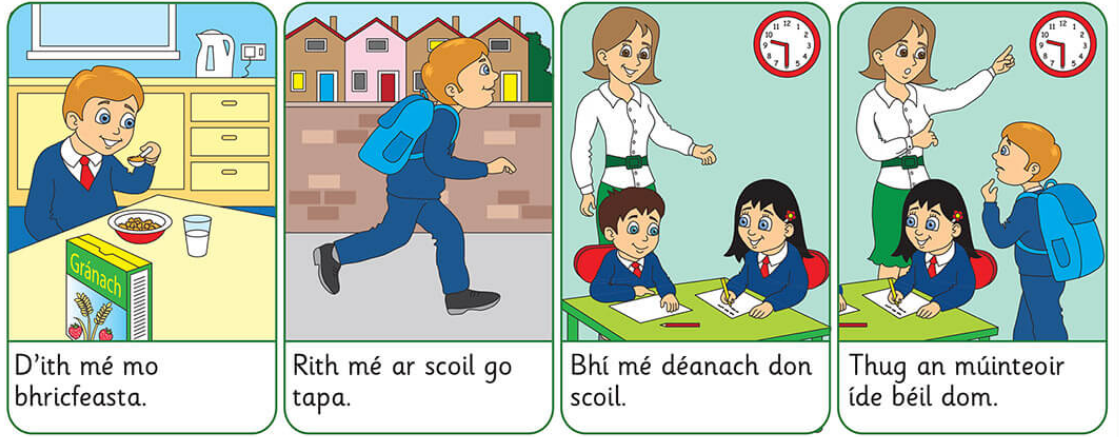
When you are describing how a boy is dressed, use the pronoun **‘air’**. Mar shampla, tá Seán gléasta go deas. Tá geansaí dearg **air.**











SPHE

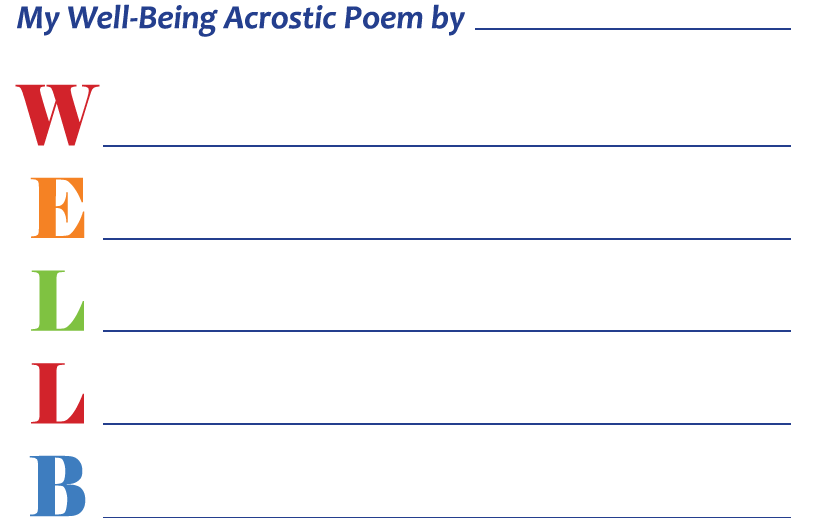


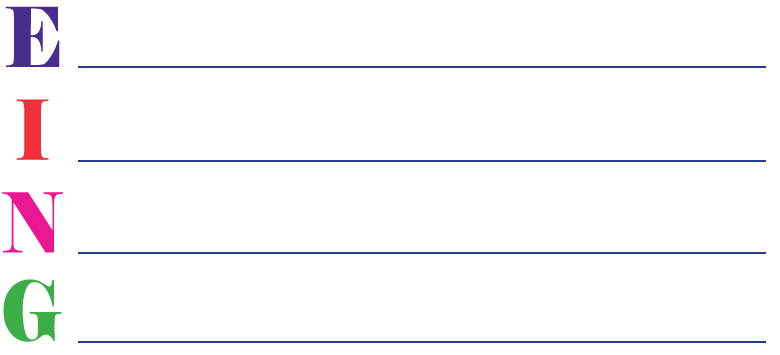
Think about what well – being means to you. Read over some of the work you have done in your weaving well – being activities in the last few weeks. Write your own acrostic poem on well – being!



How to write an acrostic poem

1. Write the word WELLBEING vertically in your copy
2. On another page, write a Thought Shower about the topic ‘Well-being’. Think of words or phrases that describe your idea of Well-being.
3. Place your words or phrases from your Thought Shower on the lines that begin with the same letters.
4. Fill in the rest of the lines to create a poem.





Art

Paul Klee was a Swiss German artist (1879 – 1940)

He liked Music and Art. When he was a teenager he decided to focus on becoming an artist. He excelled at drawing but felt he lacked colour sense. He studied in Italy. The colours of Italy really inspired him, but he felt he still had some way to go in order to use colour successfully in his art. Years later, he visited Tunisia. In Tunisia he finally felt comfortable with colour and embraced colour in his work.

Let’s take a look at some of Paul Klee’s artworks. While looking at these artworks, consider these questions!

Look at all the geometric shapes in his paintings (circles, squares, triangles, rectangles)!

Why do you think he used shapes to create his art?

What are the colours you see?

Did he use all the same size shapes?

Red Bridge 1928



Castle and Sun 1928



**Inspired by Paul Klee’s ‘Castle and Sun’ painting, let’s create our own castle piece. Start by drawing some squares and rectangles on the bottom of your paper.**

**Slowly work your way up, use different shapes to ‘build your castle’. You can add in bridges using semi-circles! Make sure to draw different – sized shapes!**

**When you are happy with your castle, you can colour in your picture! You can use crayons, colouring pencils or paint to colour your picture. Finish your piece by colouring in the background with a single colour.**