

Happy day-before-tomorrow day! ;-)

That made you think, didn't it?! Ha ha!

So here we are: the day after yesterday and the day before tomorrow! Hope you've woken up and got out of the right side of the bed!

How was the ratio yesterday? Keep going on it if you haven't finished those sheets. Hope the videos helped! If any of it is too difficult, find a cake recipe, halve it or double it and get cooking! This is a practical way of working with ratio!

I've uploaded some more worksheets you can dip into over the next few days and have a go. Some are harder than others. Don't be embarrassed to ask for help if you get stuck, or you can send me an email. :-)

Some of the new worksheets I have added have the Abacus watermark over them - *I couldn't work out how to get rid of them! You can still read it though! :-)*

Some learning tips and hints!

Area sheets:

- ☐ To find the area of a parallelogram (we touched on this on the last couple of days!):
- ☐ **base X height**
- ☐ No. 3 - tip - look at the **individual** parallelograms.
- ☐ Can you remember the **area of a triangle**? It will help for question 4.
- ☐ No.6 - you can't see it, but the **triangles** in each tile are supposed to be **grey**...*its hasn't come out in the photo!*

Volume sheets:

- **Volume** is the space inside a 3D shape. To find the volume, we need to **multiple 3 things: base X height X depth** (how deep the object is).
 - You can all have a look at the volume sheets and have a go, but don't worry if you find it too tricky (*or anything else for that matter!*); it will come up several times over the next three years!! You have plenty of time to learn it! :-)
 - No.4 & 5 - think about how many cuboids the shape is made up of.
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Did you manage to watch any of the *The Secret of Bones* BBC programme? If haven't, do see if you're able to! :-)

Today, we're moving on to looking at **fossil evidence**, as part of evolution and inheritance.

Do you have any fossils? I love collecting fossils and holding in my hands the mineral 'print' of something that lived millions of years ago!! Here's a photograph of my favourite fossil I have collected:

This evidence suggests that this creature - *unmistakably a fish* - hasn't necessarily evolved into anything else!

Perhaps, *'it'* had already spent millions of years before it died, evolving into a perfectly adapted sea-dwelling creature, specialising in living in salt water, and feeding in huge groups (known as schools) just below the surface of the sea! I think it looks remarkable like a pilchard or sardine... *depending on where you come from! Ha ha!!*

They're still around to this day, 65 million years later!! Can you see the fins, gills and the vertebrae (back bone)? Look at the grooves on its tail and the fine pin bones coming from the spine... *incredible!!*



*I've added a Power Point presentation on the home learning page for today called: *Evidence for Evolution Power Point*. Take a look at it and have a go at answering the questions as you 'click!' Go through it with an adult or an older sibling if you wish. When you get to the page with two worksheets displayed on it, this is time to have a look at the worksheets I've added for today; you'll also find these on the home learning page. Like previously, there are sheets with star ratings on: * ** *** One star is less challenging than three stars. Choose the one that you find more of a challenge... *or do all three! :-)* Then go back to the presentation and finish it. End with this link about the evolution of the whale - it will give you more of an insight into how this happened very gradually over millions of years, as the environment changed. <https://youtu.be/uOAdiKIDxIo>

*A writing activity. Choose one of the latest books that you have read, or are still reading. When you've finished it, have a go at writing a book review, detailing the overall plot; key figures, taking a glimpse into their world; your thoughts on the storyline; what you loved, didn't like and overall appeal to the reader; whether you thought it was suitable for your age or whether it was too young/old; come up with an audience age range, and a conclusion whether other children your age should read it... or pass it!

*Create a new front cover which you feel more appropriately represents the book.

*I've also added a couple of spelling sheets to complete over the week looking at '*ious*,' '*tious*' and '*cious*' words. I've added them now, but they don't need to be all done today. Just when you can! :-)

Some RE and art tomorrow! :-)

Rightio, I'll leave you with some of '**Holes!**' I've sent it via a file sharing app called '**pcloud**,' which enables you to send large files (*when it works! Ha ha!*). You don't need to download it, you just click on the link, then click on the silly image of me, and it **should** start playing! You may need to wait a bit for it to load or catch up with itself. Only thing is, because I recorded it in portrait, it's on its side! If you can watch it on an iPad or a phone and turn off 'rotate,' you'll be able to see it the right way up! Ha ha!! If it doesn't work, let me know and I'll send smaller chunks via the school website. **Enjoy! :-)**

Do make sure you ask permission before clicking on links or downloading anything please! :-)

<https://my.pcloud.com/publink/show?code=5Z805dkZGMkhL9tm4EzZIG59ZjIthvKnf0cjvqQNIhWaQaX7PXG4k>

Challenge of the day: See if you can learn the names and locations of all of the countries in South America! :-)



But before you go...

Why was the maths book sad?

Because it had too many problems!

Why didn't the two 4s want any dinner?

Because they already 8!

What do you call a sheep with no legs?

A cloud - This one cracked me up!! Ha ha ha!!!

Have a good day!

God bless,

Mr Hill