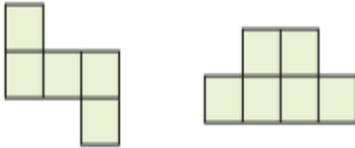


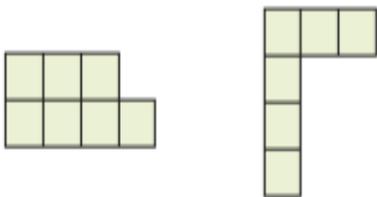
	Bronze	Silver	Gold
<b>English</b>	<p><u>Rhyming Poems</u></p> <p>Can you read the revision guide to rhyme in poem and answer the questions?</p> <p>Next, use the knowledge you have acquired to create your own rhyming poem. Make sure you follow the rules!</p>	<p><u>Rhyming Poems</u></p> <p>Can you read the revision guide to rhyme in poem and answer the questions?</p> <p>Next, use the knowledge you have acquired to create your own rhyming poem. Make sure you follow the rules!</p>	<p><u>Rhyming Poems</u></p> <p>Can you read the revision guide to rhyme in poem and answer the questions?</p> <p>Next, use the knowledge you have acquired to create your own rhyming poem. Make sure you follow the rules!</p>
<b>Maths</b>	<p><u>Area - Comparing Area</u></p> <p>Can you compare different shapes and work out with shapes have biggest are and which have the smallest? Can you then go on to solve different problems about comparing area?</p>	<p><u>Area - Comparing Area</u></p> <p>Can you compare different shapes and work out with shapes have biggest are and which have the smallest? Can you then go on to solve different problems about comparing area?</p>	<p><u>Area - Comparing Area</u></p> <p>Can you compare different shapes and work out with shapes have biggest are and which have the smallest? Can you then go on to solve different problems about comparing area?</p>
<b>Phonics/ Reading</b>	<p>GET EPIC! Class Code uam9686</p> <p>Choose a book and get reading! It can be from any genre.</p> <p>Write a little book review when you are finished?</p> <p>We want to know what you liked about the book.</p> <p>Was it the characters? The plot? The ending? Or was it a whole mixture of things.</p> <p>Tell us in a few short sentences. We can't wait to read them 😊</p>		

## Comparing area

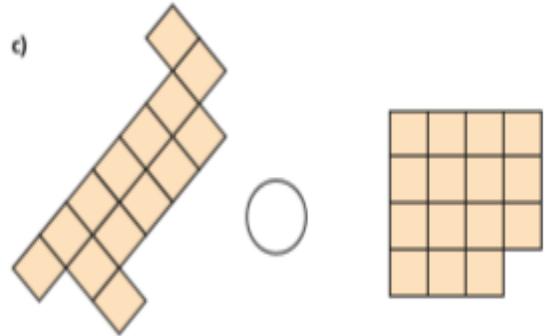
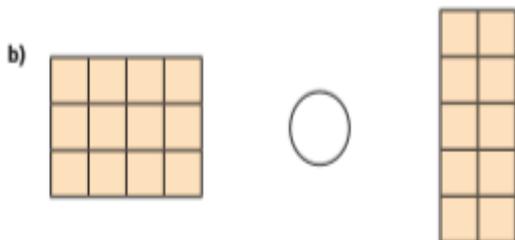
1 a) Tick the shape with the larger area.



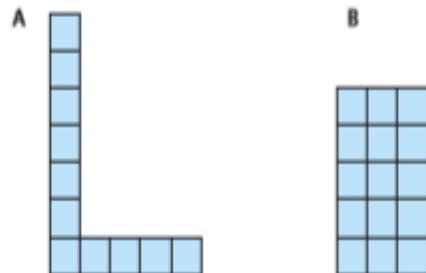
b) Tick the shape with the smaller area.



2 Write  $<$ ,  $>$  or  $=$  to compare the area of the shapes.



1 Mo draws these two shapes.

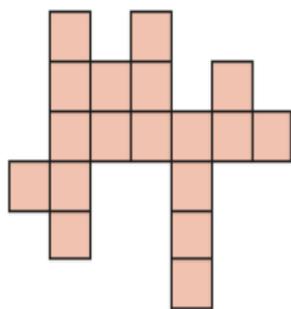


Shape B must have a smaller area than shape A because it is shorter and thinner than shape A.

Do you agree with Mo? \_\_\_\_\_

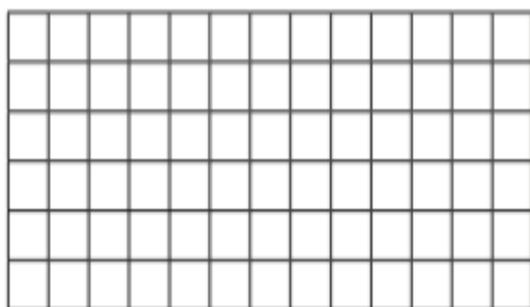
Explain your reasoning.

4 Here is a shape.



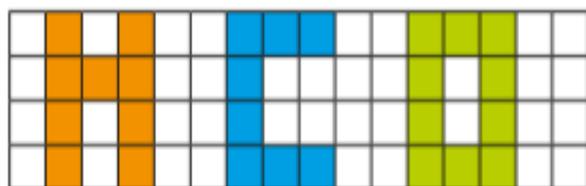
a) What is the area of this shape?  squares

b) Draw a different shape with an area that is 2 squares larger.



5 Put these letter shapes in order of size.

Start with the shape with the smallest area.



6 Here are plans of two school fields.

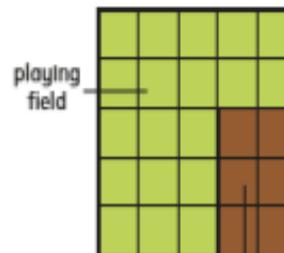
Each has a playing field and a vegetable patch.

High Street School



playing field

Main Street School



vegetable patch

a) What is the difference in the area of the playing fields?

The difference in area of the playing fields is  squares.

b) What is the difference in the area of the vegetable patches?

The difference in area of the vegetable patches is  squares.

c) High Street School doubles the size of its vegetable patch.

Main Road School adds 1 square to its vegetable patch.

Which school now has the larger vegetable patch?

Show your working.

\_\_\_\_\_ School now has the larger vegetable patch.

## Rhyme pattern

When you read a poem, it is important to be able to describe and comment on features such as **rhyme**.

**Rhyme patterns** are written as a series of letters.

Bertie Bullfrog lived by a road	A
He was often mistaken for a toad	A
Just because he was green and black	B
And had huge lumps on his oily back.	B



The first two lines rhyme; they are labelled AA. The second two lines also rhyme but they are a different rhyme, so they are labelled BB. You would say that this poem has an AABB rhyme pattern. Two lines that rhyme in an AA or BB pattern are called **rhyming couplets**.

## Effect of rhyme pattern

When you discuss a poem, think about the rhyming pattern being used and the effect the writer is trying to create.

Faster and further, a fantastic flyer.  
Hurtling, happily, higher and higher.  
Lazily lurking, longing and looking,  
Silently seeing, then speedily swooping,



This has an AABB rhyming pattern so there are two rhyming couplets. The writer has used alliteration in each line. The combination of the rhyming couplets and alliteration gives the poem a steady rhythm, which links in with the bird's rhythmical wing movements.

## Rhyme pattern

Read each of these poems and think about what type of rhyme pattern it has.

*There was a young man from Stoke  
Who wrote some books as a joke  
He said "I'm a teacher,  
Not a judge, nor a preacher  
And it's only because I am broke!"*



1 The rhyme pattern of this poem is \_\_\_\_\_.

*Britney was a silly girl  
She always used to chatter  
Until one day she lost her voice  
So could no longer natter.*

2 The rhyme pattern of this poem is \_\_\_\_\_.

2

## Effect of rhyme pattern

Read this extract from the Robert Louis Stevenson poem *From a Railway Carriage*.

*Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle  
All through the meadows the horses and cattle.*

1 What rhyme pattern has the author used? \_\_\_\_\_

2 Read the poem aloud. What is the overall effect of the pattern of sounds in the poem?

## Activity

Follow the link below to watch videos and learning more about rhyming in poetry

<https://www.bbc.co.uk/bitesize/articles/z3tx8hv>

You're going to have a go at writing your own poem using an **A A B B** rhyme scheme.

It will be based on an animal.

First choose your animal and think about what they are like.

- What colour is your animal?
- What do they eat?
- How do they act?
- What noises do they make?

Then, write your poem. It should be four lines long and follow the **A A B B** rhyme scheme.

**Challenge yourself:** If you're really enjoying it, you could carry on and write another four lines using the same rhyme scheme.

### **Top tip!**

If you're struggling to think of an animal, choose one from the images below.

