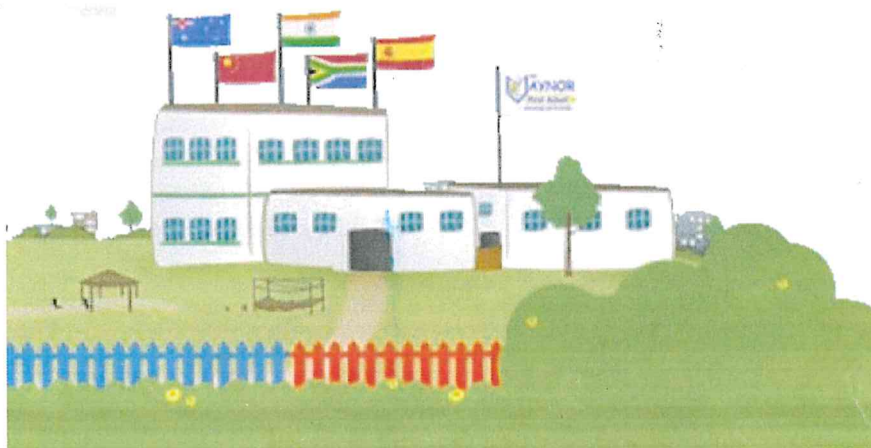


YEAR 4 – Week 7

Home Learning Pack



**Endeavour
Schools Trust**

Year 4 Home Learning Week 7 Overview

Day 1 Wednesday English	Day 2 Thursday English	Day 3 Friday English	Day 4 Monday English	Day 5 Tuesday English
Main focus: Using the indefinite articles – a/an Activity: Watch the Tapestry video/ PowerPoint. Complete the Education City activity 'Lance a Lot' which can be found in :- Classroom -> Wk 7 Home Learning -> Lance a Lot or complete the 'Lance a Lot' Education City activity sheets.	Main focus: Using Homophones Activity: Watch the Tapestry video/ PowerPoint. Complete the Education City activity 'Terrifying Temple' which can be found in :- Classroom -> Wk 7 Home Learning -> Terrifying Temple or complete the 'Terrifying Temple' Education City activity sheets.	Main focus: Create a rainforest animal Activity: Watch the Tapestry video/ PowerPoint. Think about the animals in the rainforest then choose your favourite rainforest animals. Use the parts from your favourite animals to create your own rainforest animal. You can either draw your animal or use pictures to create your unique creature. Once your animal is completed, label the parts of your animal and give it a name.	Main focus: Create a rainforest animal Activity: Watch the Tapestry video/ PowerPoint. Using the animal fact sheet write facts about your animal - habitat - size - diet - special features Think about how your animal is unique and how it will exist amongst the many animals in the rainforest.	Main Focus: Write a diary entry Activity: Watch the Tapestry video/ PowerPoint. For today's writing, you are Evie and you are going to write a diary entry. In this diary entry, you will describe the new animal that you have discovered. This animal will be the animal you have created this week. Don't forget to upload your work to Tapestry for your teacher to see and comment on.
Day 1 Wednesday Reading Comprehension	Day 2 Thursday Reading Comprehension	Day 3 Friday Reading Comprehension	Day 4 Monday Reading Comprehension	Day 5 Tuesday Reading Comprehension
First News VIPER Skill- Retrieve Complete First News Crossword. Square Poo Mystery Solved!	Evie in the Jungle Read Chapters 7 & 8.	Evie in the Jungle VIPERS questions based on Chapters 7 and 8.	Evie in the Jungle VIPER Skill-Infer Read the description of the International Centre for Rainforest Protection. Draw two pictures: Picture 1 – What Evie	Evie in the Jungle VIPER Skill- Retrieve Professor Garcia said that the webpage for donations is 'the worst in the world' Use the sheet to design a webpage to encourage people to donate to the

				imagined the Centre would look like Picture 2 – What the Centre actually looks like.	International Centre for Rainforest Protection.
Day 1 Wednesday	Day 2 Thursday	Day 3 Friday	Day 4 Monday	Day 5 Tuesday	
MATHS	MATHS	MATHS	MATHS	MATHS	
Starter: Supermovers Main focus: Perimeter Activity: Watch the Tapestry video/ PowerPoint. Calculate the perimeter of the given shapes. <i>Please upload your work to Tapestry for your teacher to see and comment on.</i>	Starter: Hit the Button Main focus: Rectilinear shapes with given perimeters Activity: Watch the Tapestry video/ PowerPoint. Investigation. Use the rectilinear shapes with given perimeters to calculate the possible lengths of each side.	Starter: Time Tables Rock Stars Main focus: Perimeter Measure and calculate the perimeter of squares and rectangles, using their properties. Activity: Complete the Education City activity 'From All Sides' which can be found in:- Classwork -> Wk 7 Home Learning -> From All Sides or complete the 'From All Sides' Education City activity sheets.	Starter: Time Tables Rock Stars Main focus: Area Activity: Watch the Tapestry video/ PowerPoint. Calculate the area by counting squares and then using multiplication facts.	Starter: Supermovers Main focus: Area Calculate the area by counting the squares of a section of a rectangular shape, or multiplying the length and width. Activity: Watch the Tapestry video/ PowerPoint. Complete the Education City activity 'Rhythm and Blueprints' which can be found in :- Classwork -> Wk 7 Home Learning -> 'Rhythm and Blueprints' or complete the "Rhythm and Blueprints' Education City activity sheet.	

Day 1 Wednesday	Day 2 Thursday	Day 3 Friday	Day 4 Monday	Day 5 Tuesday
Topic - Art		Topic- P.E	Topic - Science	Topic- Health and Well-being
Draw animals from the Amazon rainforest in the style of Henri Rousseau - Now that we've had a go at drawing a couple of rainforest animals, we are going to learn to draw some of the scenery of the rainforest. Henri Rousseau's paintings of the rainforest were unique because he had never actually visited the rainforest so the large flowers and plants he drew were from a different part of the world. - We are going to spread this task over two days, beginning with the background and then tomorrow you will add rainforest animals to your scene. - To draw your background, follow this video on YouTube: WILDLIFE!! How to Draw a Rainforest (Step by Step) By Arttimee. - In the space on the right-hand side of your page, add a large peony flower or a hibiscus. Use these videos to help you: - YouTube 'How To Draw A Hibiscus Flower' or 'How To Draw A Peony Flower' both by Art for Kids Hub. - Once you are happy with your background, use a different sheet to draw and colour some rainforest animals which you will need to cut out and stick onto your artwork. On the Art for Kids Hub you can find a tree frog, a monkey, an orangutan, a rainbow lorikeet or the sloth and toucan that you have already completed.		Jordan's keep fit. Go onto Tapestry, watch and follow Jordan's keep fit videos or choose from the list of PE activities below.	Healthy Living: Teeth We have finished our learning covering the topic of the digestive system and now we will be moving our focus onto teeth. This week, we will be studying the different types of teeth in humans and their functions. This learning will help us when we start to compare to our teeth to animals found in the rainforest. Read the slides in your pack to help you to identify the four different types of teeth that we have and why they differ. You can also use the BBC Bitesize guide: What are the types of teeth? Once you can recognise each type of tooth, complete the sheet by colouring and labelling the four different types of human teeth.	Understanding Our Emotions Over the next few weeks, we will be looking at our emotions. We will be learning about five of our main emotions, how to recognise them, discuss times we have felt them and ways to manage our emotions when we need to. This week, we will be playing an emotion guessing game. We will then look at each emotion in detail and the effect they can have on our body. On the sheet, draw a scenario for a time that you have felt each emotion and explain why underneath each drawing. Use the slides in your pack or scan the QR code below: 

PE activities: https://www.youthsporttrust.org/pe/homeework/ http://www.thinkactive.org/weathinkactive/kids-active-learning/az-challenge/ https://www.cosmickids.com/ https://www.bbc.co.uk/teach/superheroes/ https://www.gonoodle.com/ https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1002 https://www.nhs.uk/change4life/activities https://www.jumpstartjimmy.co.uk/home/ https://www.bbc.co.uk/bitesize/subjects/zj6pyrd/ https://www.activekidsdobetter.co.uk/activehome/	Continuous Learning: • Read with adult- books from home or https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ • Maths- https://www.topmarks.co.uk/maths-games/hit-the-button • Spelling practise- https://www.ictgames.com/littleBirdSpelling/ Practice your Year 3 and Year 4 common exception word spellings <i>Don't forget about your TTRockstars and Education City logins!</i>
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Week 7 – Day 1 - English

SPaG

Using 'a' or 'an'



1

Consonant or Vowel?

Sort the letters of the alphabet into two groups: **consonants** and **vowels**.

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

Consonants	Vowels
b c d f g h j k l m n p q r s t v w x y z	a e i o u

2

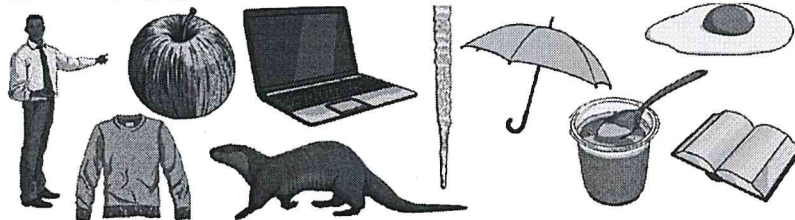
Sort the Words!

Words starting with a consonant

teacher
jumper
laptop
book
yoghurt

Words starting with a vowel

egg
apple
otter
umbrella
icicle



3

'a' or 'an'?



an orange



a house



a pencil



an envelope



a rabbit



an apple

Usually, we put 'a' before words that start with a consonant and 'an' before words that start with a vowel.

4

'a' or 'an'?

Try these sentences – should it be 'a' or 'an'?

Tomorrow, I am going to a party.

Humpty Dumpty was an egg.

I always have an umbrella in my bag in case it rains.

The dog was on a lead.

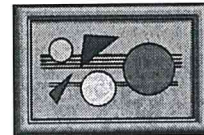
You can make a house out of snow, which is called an igloo.



5

'a' or 'an'?

Which sounds correct?



It was **a unique** painting.

It was **an unique** painting.

Although '**unique**' starts with a vowel, the letter '**u**' makes the '**y**' sound, so '**a**' is used instead of '**an**'.

6

'a' or 'an'?

Which sounds correct?

It was **a honest** mistake.

It was **an honest** mistake.

Although '**honest**' starts with a consonant, the letter '**h**' makes the short '**o**' sound, so '**an**' is used instead of '**a**'.

7

'a' or 'an'?

Listen to the **sound** at the start of the underlined word.
Does it make a **vowel** sound or a **consonant** sound?

It took **an** hour to get to the zoo.

I have to wear **a** uniform to school.

We flew to **a** universe far, far away.

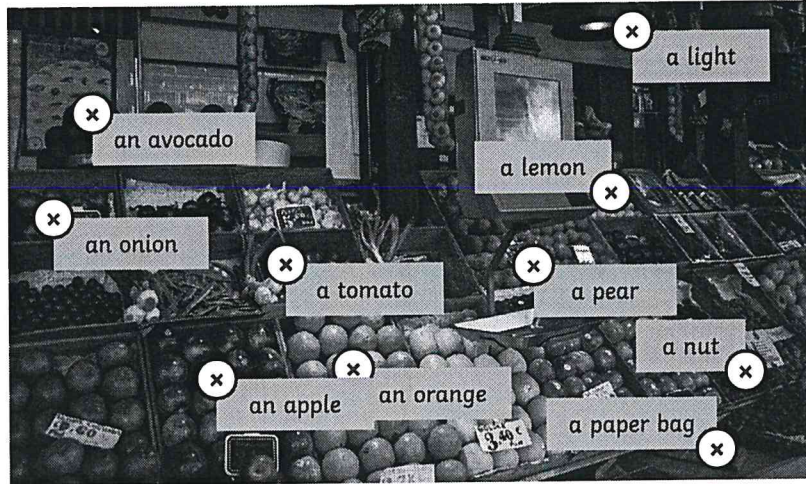
I would love to ride on **a** unicorn.

The king wanted **an** heir to the throne.

It was **an** honour to meet the Queen.

8

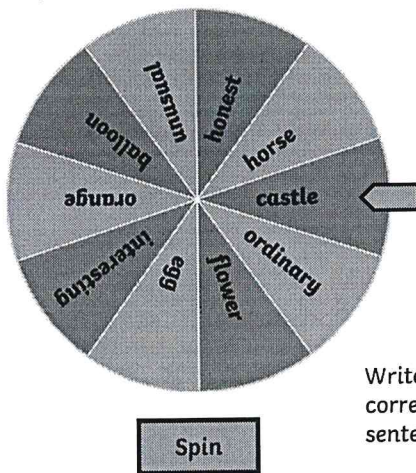
Can you decide whether 'a' or 'an' should go before these words?
Click on the hotspots to see whether you are correct.



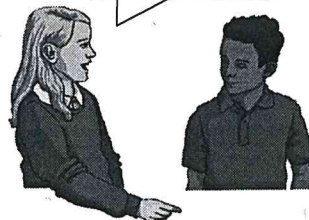
9

Spin the Wheel!

Spin the wheel to select a word.



Would you use
'a' or 'an' before
the word?



Write a sentence using the word with the
correct choice of 'a' or 'an'. Make your
sentence as interesting as you can!

10

An Adventure To a Lost World

Can you spot the 'a' or 'an' mistakes in the following passage?

The waves lapped gently against the side of the boat, as a young boy and his faithful dog arrived at the shore of an small, deserted island. It ~~was~~ a island so small, that the boy could see right over to the other side from where he sat.

Jumping out of the boat into the shallow water, his foot landed on an sharp shell.

"Ouch!" he yelled, startling his dog, who was sleeping on a enormous blanket at one end of the boat.

Stretching to wake himself up, the dog looked at the boy sleepily, before jumping into the clear, blue, sea.

They paddled to the shore and looked around at the island. In the centre ~~was~~ an huge palm tree as high as a ten storey building and surrounding it ~~was~~ an collection of every type of fruit tree imaginable.

Hungry from their journey across the sea, the boy began to ravenously eat the different fruits on offer.

He started with a apple, a banana, a orange and a whole bunch of juicy grapes, while his dog looked on an look of jealousy on his face.



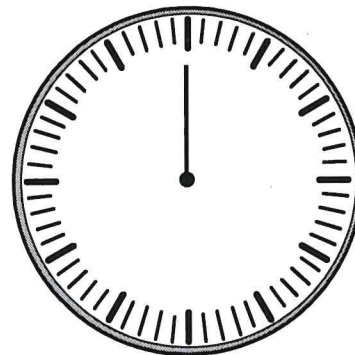
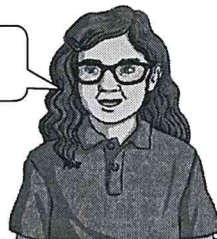
11

'a' or 'an' Word Search

How many words can you think of in two minutes that word need 'a' or 'an' before them?

'a'	'an'

Complete the table

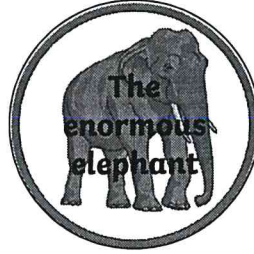


Time's up!

12

The, the Definite Article

What is different about these examples?



We use 'the', the definite article, to show people what we are talking about **specifically**.

13

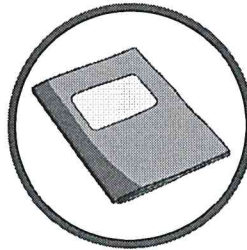
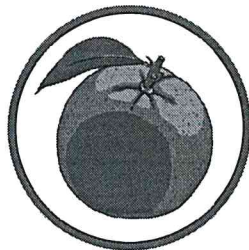
The, the Definite Article

See how adding 'the' changes these examples...

an orange

A book

a teacher



the orange

the book

the teacher

14

What do we know about using 'a' or 'an'?

- We use '**a**' when the next word starts with a **consonant sound**.
- We use '**an**' when the next word starts with a **vowel sound**.
- Say it aloud - does it sound right?

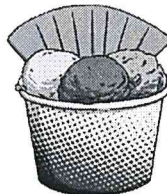
It was **a** unique painting of **an** honest girl riding **a** unicorn while eating **an** apple.



15

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



a ice cream

an ice cream

16

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



a caterpillar

an caterpillar

17

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



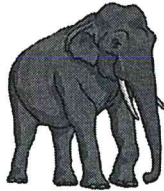
Captain Jonas was a
one-eyed pirate.

Captain Jonas was an
one-eyed pirate.

18

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



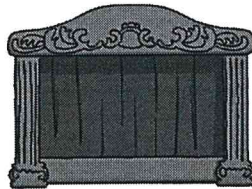
There was a enormous elephant at the zoo.

There was an enormous elephant at the zoo.

19

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



The show lasted for a hour.

The show lasted for an hour.

20

'a' or 'an' Quick Quiz

Take a quiz to see if you are an expert!
Which is correct?



The policewoman
wore a uniform.

The policewoman
wore an uniform.

21



Lance a Lot Classwork – Wk 7 Home Learning



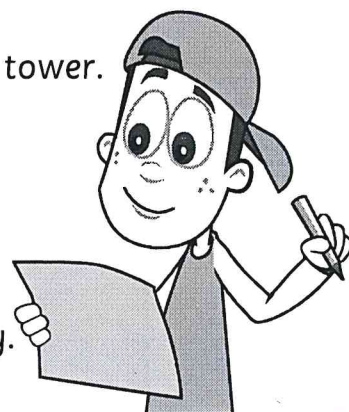
22



Name: _____ Class: _____

Read the sentences. Add 'a' or 'an' to complete the sentence.

- 1 There was _____ arrow on the ground.
- 2 They wanted to use _____ apple for the target.
- 3 There was _____ gatehouse next to the castle.
- 4 There was _____ axe mounted on the wall.
- 5 The armourer found _____ extra sword.
- 6 The kitchen needed _____ new oven.
- 7 They saw _____ crossbow in the armoury.
- 8 There was _____ watchman at the top of the tower.
- 9 The King spotted _____ eel in the lake.
- 10 They looked carefully for _____ point of entry.



Look through the book you are reading. Can you find any sentences with examples of 'a' or 'an' before a word beginning with a consonant or a vowel? Write them down.

Read the story from page 11 of *First News*. Read the story, and then try the puzzle. To help you, we have underlined the answers to the crossword puzzle clues in the story – but you will need to match the correct word with each clue!



SCIENCE NEWS

SQUARE POO MYSTERY SOLVED!



Some poo!



Wombats, part of the marsupial family, are native to Australia

SCIENTISTS have finally worked out why wombats have cube-shaped poos.

You do know that wombats have cube-shaped poos, right? Exactly how the Australian mammal makes its unusual poos has puzzled scientists for years.

Some experts thought the poo became a cube at the moment it was squeezed out. Others suggested it was squashed into shape inside the animal, by nearby bones.

Another slightly bonkers idea was that the wombats moulded their poo into square shapes after passing them! Yes, this really is the sort of thing that scientists spend their time thinking about.

But new research has shown that a wombat has two

types of muscles in its intestines (guts). One set is stiff and one is more flexible. As the waste passes through the muscles of different thickness, it gets moulded into cubes.

So, now we know how the square shapes are made, but that still leaves the question of 'why'.

Dr Scott Carver, who led the research team, thinks the cube shape might stop the poos from rolling away. As wombats use their dung to communicate with each other, through smell, it might be useful to have them hanging around for longer!

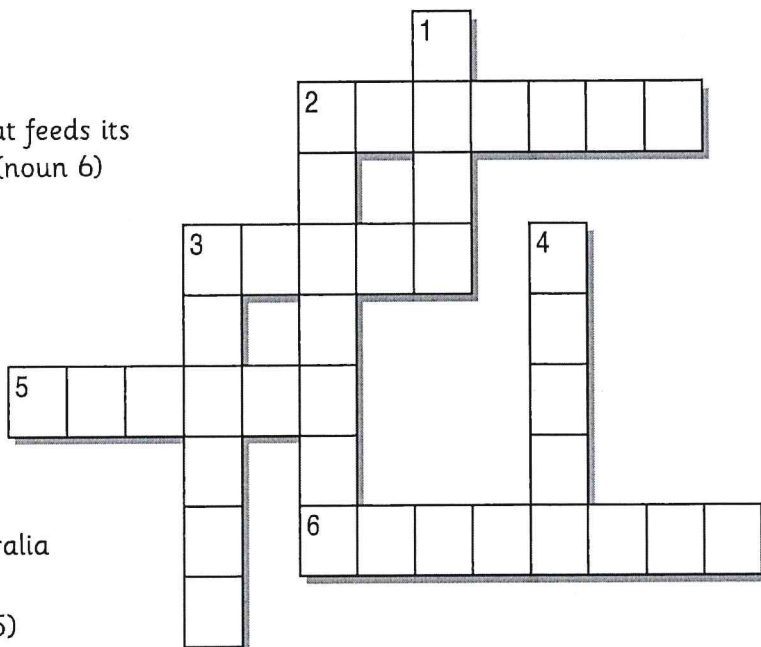
The study was published in the science magazine *Soft Matter* (yes, really!).

ACROSS

- 2) Shaped; made (verb 7)
- 3) Poo (noun 5)
- 5) A warm-blooded animal with a backbone that feeds its young with milk and has skin covered with hair (noun 6)
- 6) Pushed and pressed together (verb 8)

DOWN

- 1) A 3-D shape with six equal squares (noun 4)
- 2) All movement in the body is controlled by these. They lie under the skin and are made of fibres (plural noun 7)
- 3) This short-legged mammal comes from Australia (noun 6)
- 4) The form of an object, such as a poo (noun 5)



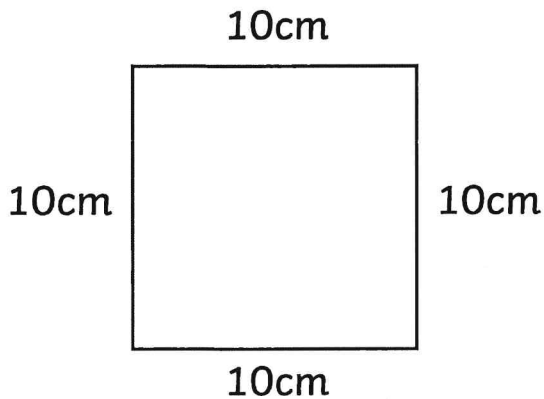
Week 7 - Day 1 - Maths.

Perimeter

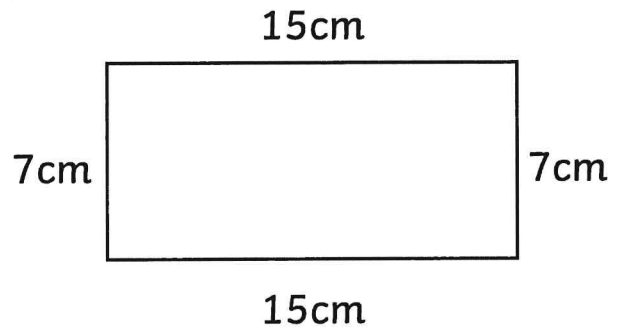
I am learning to calculate the perimeter of shapes.

Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!

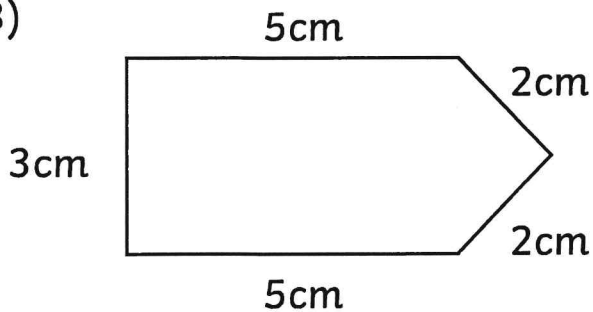
1)



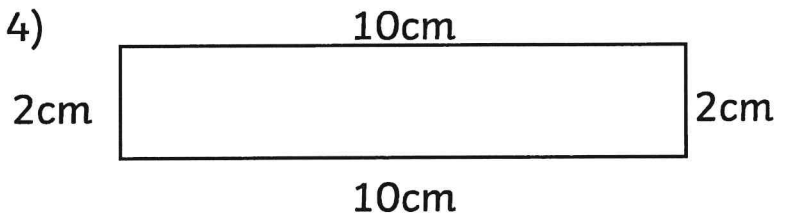
2)



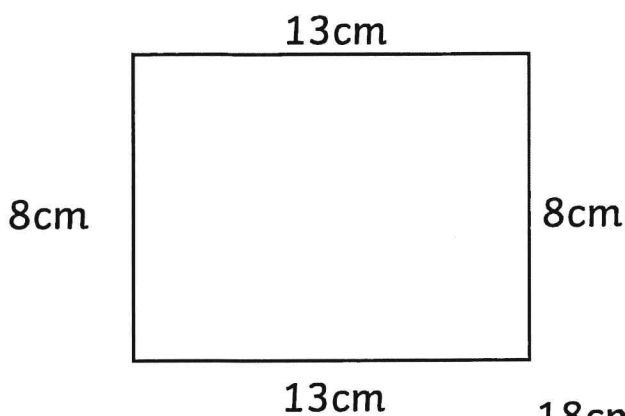
3)



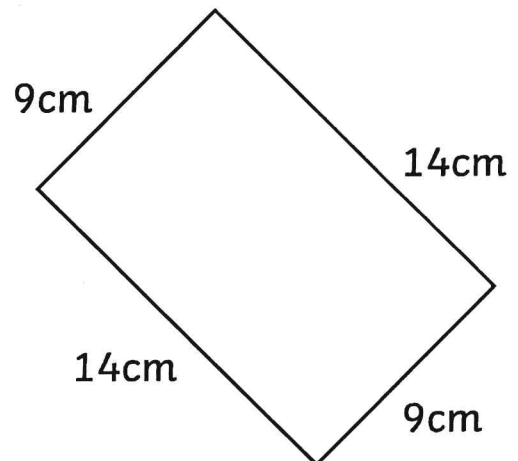
4)



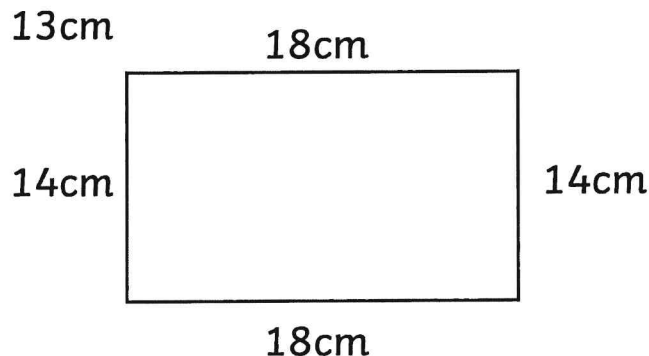
5)



6)



7)

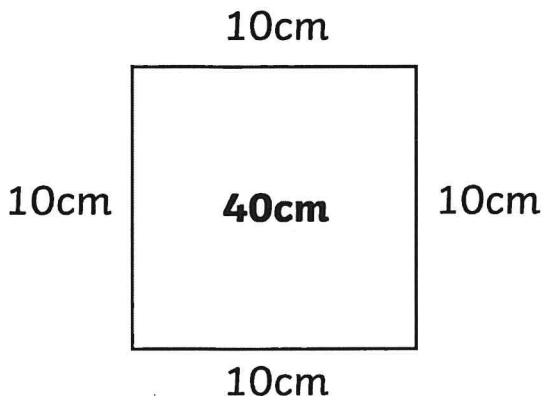


Perimeter Answers

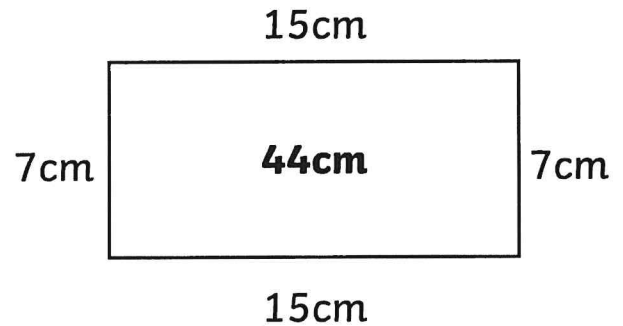
I am learning to calculate the perimeter of shapes.

Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!

1)



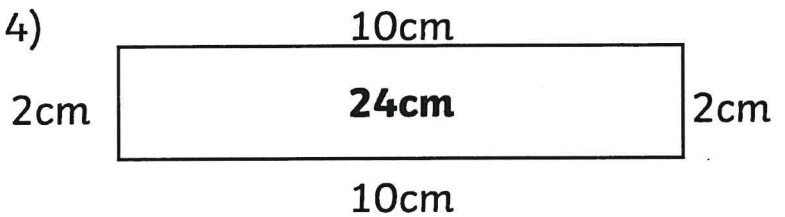
2)



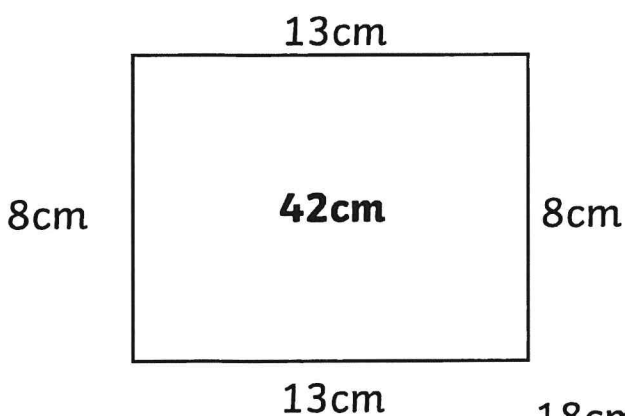
3)



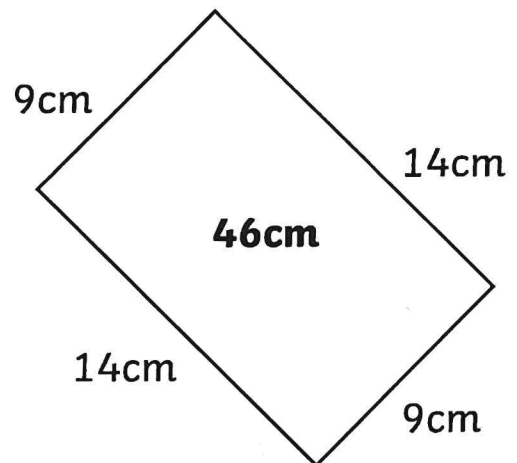
4)



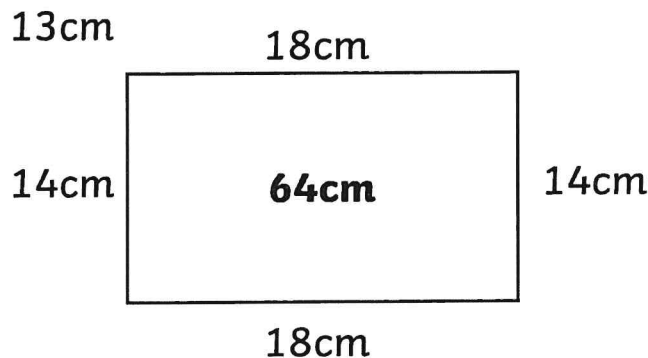
5)

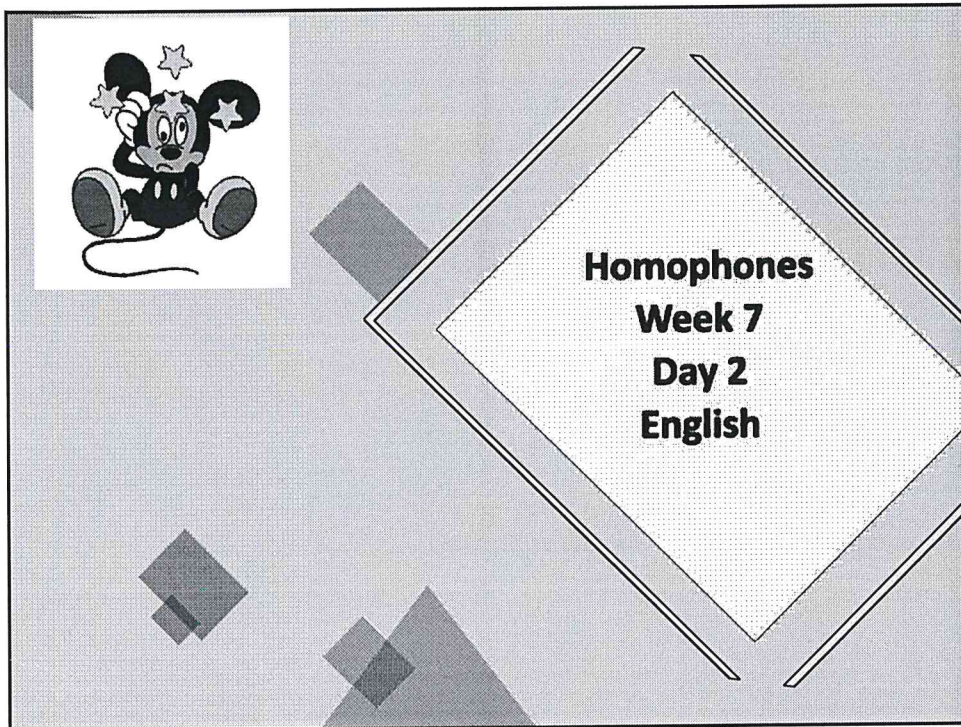


6)

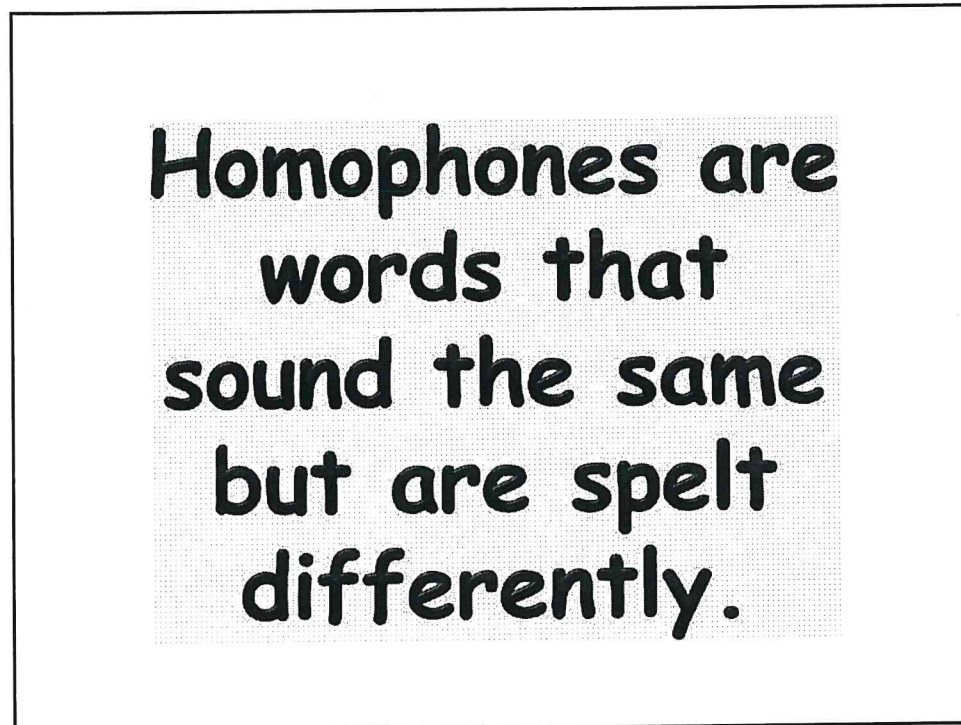


7)





1



2



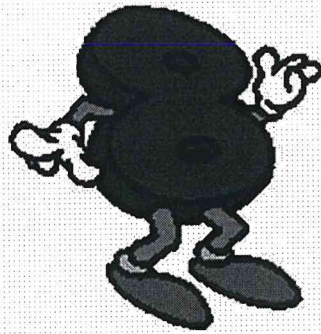
<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-homophones/z732t39>

3

It's sometimes difficult to know which spelling to use! See if you can spot the correct spelling by clicking on the word you think matches the picture.

4

ate or eight



5

see or sea



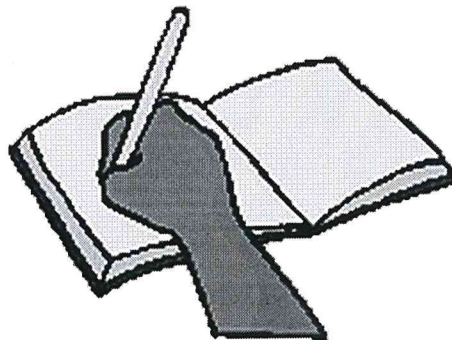
6

which or witch



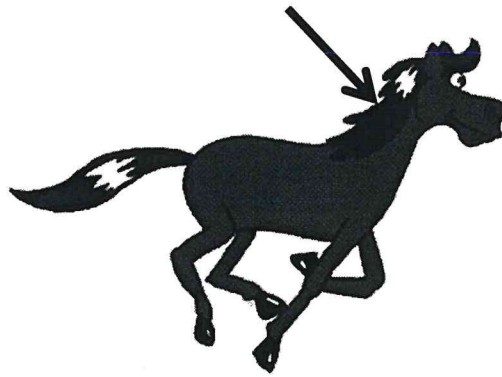
7

right or write



8

mane or main



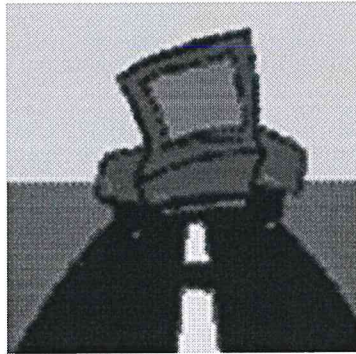
9

sore or saw



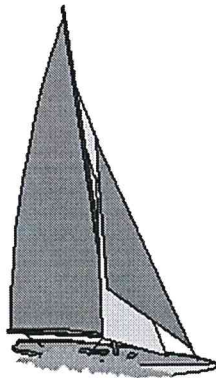
10

road or rode



11

sale or sail



12

male or mail



13



14



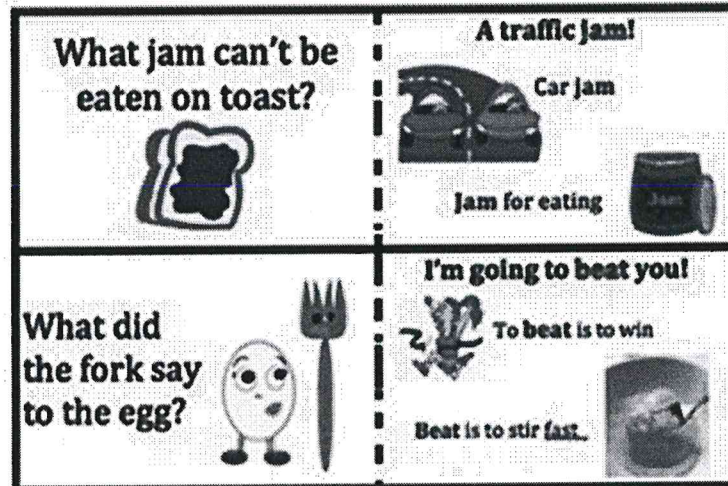
15

**Can you think of any
more Homophones?**



16

Time for a joke!

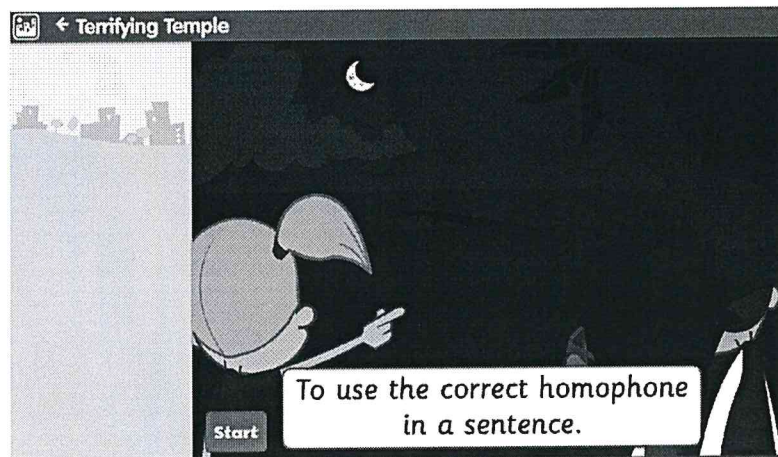


17



Terrifying Temple

Classwork – Wk 7 Home Learning

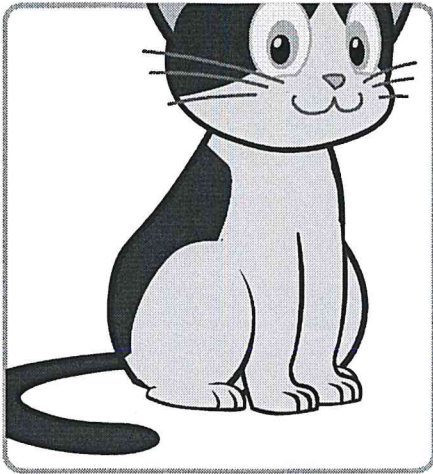


18

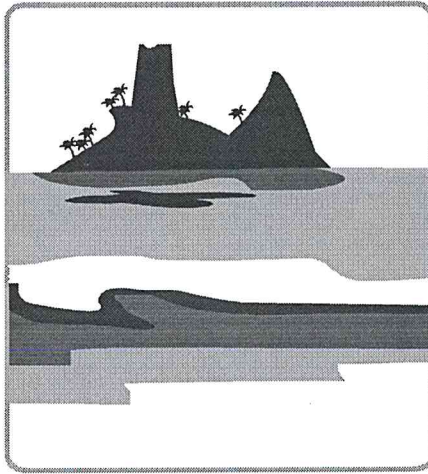


Name: _____ Class: _____

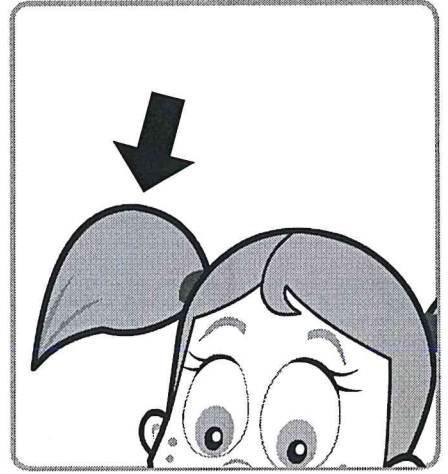
Look at the picture and colour in the correct homophone.



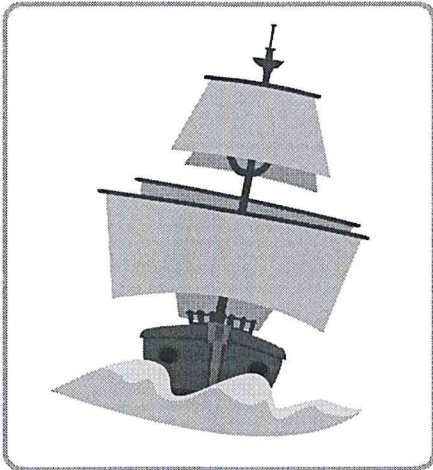
pause paws



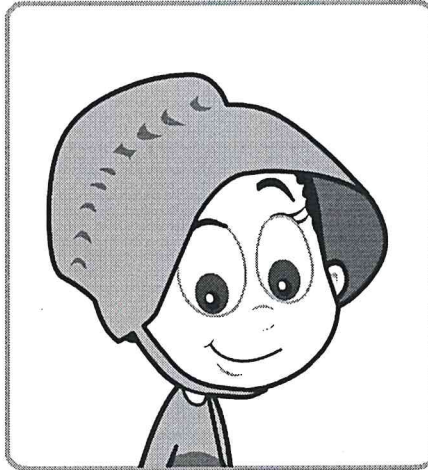
sea see



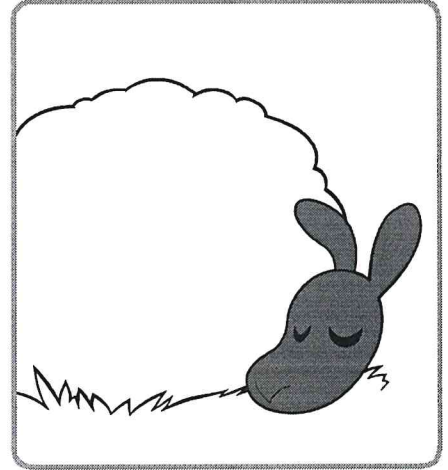
hare hair



sale sail



made maid



ewe you

Read the short story and colour the correct homophones to complete it.

Last _____ Stig, Sten and Granny had a great adventure on the _____.

week weak

sea see

They decided to _____ a boat. It was a _____ boat _____ from

hire higher

sale sail

maid made

_____. Stig and Sten were not quite sure what to _____ on

wood would

wear where

_____ trip but Granny told them that they must _____ life jackets.

there their

wear where



Name: _____ Class: _____

Read the short story and colour the correct homophones to complete it.

When they were ready to _____ the boat, Granny checked that _____ life

bored board

there their

jackets were put on correctly. It was lucky that Granny _____

made maid

_____ that they were safely dressed because they did not realise that _____

sure shore

there their

boat had sprung a _____. As they headed out to _____, water

leek leak

see sea

started to fill the boat. "_____ going to be okay," Granny told the boys.

Where We're

"Look over _____. I can _____ the lifeguard. They will help us."

they're there

see sea

_____ enough _____ lifeguard boats came to their rescue and towed

Shore

Sure

too

two

_____ boat back to _____.

there

their

shore

sure

When they were safely back on dry land, what a _____ they had to tell

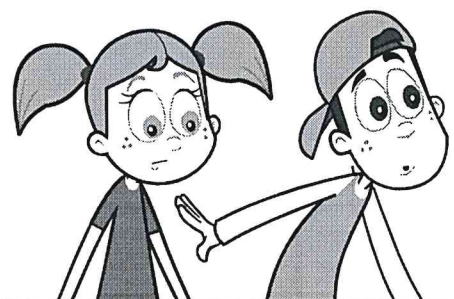
tail

tale

_____ friends.

they're

their



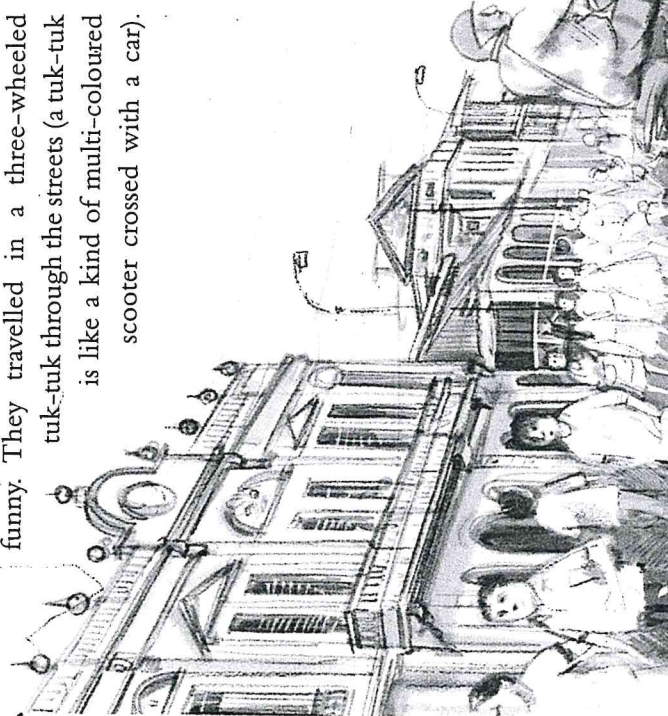
A Very Grumpy Parrot

7

Quitos City was a fantastic place. Maybe the most fantastic place Evie had ever been to in her entire life.

A whole city right in the midst of the rainforest, nestled beside the vast curving wonder of the Amazon River. And probably the only place in the world you could walk around with a sloth on your back and no one looked at you funny. They travelled in a three-wheeled

tuk-tuk through the streets (a tuk-tuk is like a kind of multi-coloured scooter crossed with a car).

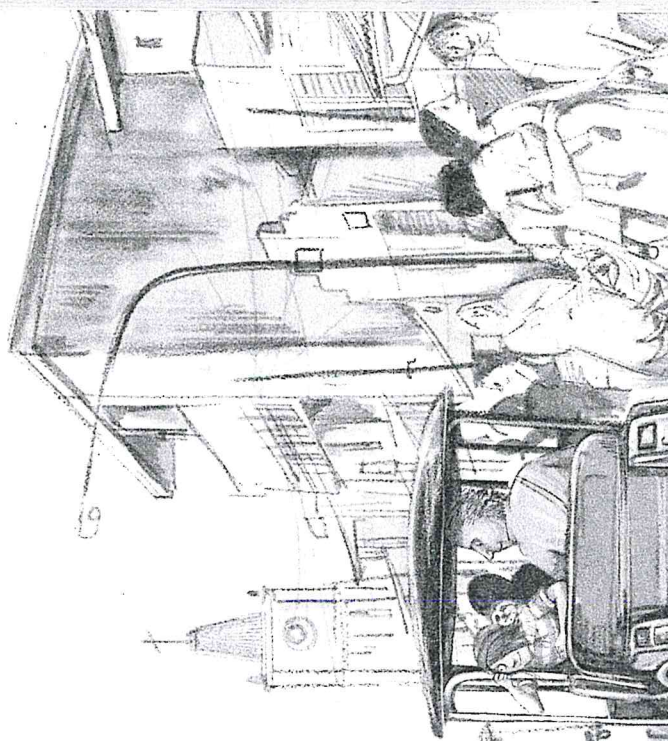


Motorbikes and rickshaws and pedestrians were everywhere. The buildings of the city were a variety of yellows and oranges and reds. They saw houses on stilts and kids in bare feet flying kites.

There was also a surprising number of street cats everywhere, staring as the traffic sped by.

There was no time for sight-seeing or cat-chatting, though.

Evie and her dad had decided to take Ah the sloth to Professor Abigail García at the International Centre for Rainforest Protection.



Evie's story
Tangle 7-18
Chapters 1-18
Week 7 - Tuesday
Reading

This had been Evie's idea. Because Evie really wanted to meet the author of her favourite book. But her dad had also agreed that the International Centre for Rainforest Protection would probably be the best place to take Ah as they would know the safest part of the jungle for the sloth to return to.

'They'll know what to do with her. And it's not like we can take her to England.'

'What ...

is ...

England?' asked Ah.

'It's a place without any jungles. Or wild sloths,' said Evie.

'It ...

sounds ...

terrible,' said the sloth.

'Well, that's a matter of opinion.'

Evie had imagined the International Centre for Rainforest Protection would be situated in a gleaming skyscraper, but it was very different.

It was a tiny wooden hut on stilts on the river. To reach it, you had to walk over planks of wood that formed a wooden walkway from the

riverbank directly over the Amazon River itself. A rickety wooden street in the air.

Then there was an even thinner wonkier piece of wood that they had to walk on once they reached the little hut with the sign outside that said 'International Centre for Rainforest Protection' in three languages – Spanish, English and Quechua, which (according to Evie's dad) was a language spoken by the original people of Peru.

Ah was very still as Evie crossed the planks. And she was very careful not to scratch Evie with her claws. Evie balanced as they followed her dad over the thinner plank of wood to reach the International Centre for Rainforest Protection.

It was a small, humid wooden room. There was a ceiling fan but it didn't seem to be working. In the middle of the room was a large desk filled with an old computer and messy paperwork. Beside the desk was a bright red parrot with blue, green and yellow wings, sitting on a swing.

'A scarlet macaw!' Evie said excitedly. She tried to enter the macaw's head, but it turned out that parrots' heads (or this parrot at least) were filled

with rude and angry thoughts that were hard to follow.

'Ssssh!' said her dad, pointing to a woman. Professor Abigail García was on the telephone. She was shouting in Spanish.

Evie understood some of what she was saying. 'No, they can't do it! We must keep going! ... We'll find the money! I don't know how, but we will ... I don't know ... I don't know ... But we can't let the loggers take that land. We can't let them chop down a single rubber tree on that land. We just can't!'

Professor García put the phone down and slumped forward, exhausted, placing her face on the desk and swearing several times in Spanish. Ten swear words in total. Two of them so rude Evie had never actually heard them



before and Evie's dad quickly put his hands over her ears. Then she said another swear word that even Evie's *dad* hadn't heard before, and he seriously thought about covering his own ears. 'Wow,' he whispered, a little scared.

Evie noticed a large framed photograph of a jaguar on the wall.

Its spotted fur and ferocious jaws looked magnificent. She remembered that in *Animals of the Amazon* the first chapter had been about the jaguar. One of the deadliest predators in the jungle.

Professor García clearly hadn't seen the two humans and one sloth enter the small humid wooden office. But the scarlet macaw parrot perched on a swing near the roof was trying to tell her.

'Visitors!' she squawked. 'Visitors!'

At first Evie thought the noise was just the scarlet macaw's thoughts entering Evie's head, but then it became clear that the scarlet macaw was actually chirping it out loud.

'Neruda! *Silencio!*' said the professor, but the parrot – Neruda – kept squawking.

And then Professor García turned to the visitors and smiled wearily.

'*Hola*, hello ... *buenos días*,' said Professor García, now in a quiet and tired voice.

'*Hola*. Hello. I am Santiago. And this is my daughter, Evie. And this is a sloth we rescued from the jungle.'

'That is interesting,' said Professor García, sounding like it was the least interesting thing she had ever heard. Evie couldn't help feeling she looked a lot older and tired and sadder than the photo on the book cover.

'It's an honour to meet you,' said Evie, smiling.

'Ugh!' said Professor García, as if the words gave her a headache.

'She hates you,' thought Neruda.

'I read your book,' Evie went on. 'I learned so much. I learned that thirty-five species in the Amazon rainforest become extinct every day, and that rainfall has declined by 69 per cent since the year 2000, and that it contains one in ten species known on Earth and 40,000 species of plants. I learned that although many parts of the rainforest are jungle, not all are because the word "jungle" refers to the dense and tangled bits you can't walk around very easily. And I learned that Amazon wildlife is in great danger not just because—'

Professor García could take no more. 'Please. Stop.'

'I want to be like you.'

'Ugh. I don't even want to be like me.'

'But you're my hero. You found a new species of monkey!'

'Never meet your heroes,' said the professor, taking a swig from a hipflask.

'She doesn't like you,' thought Neruda. 'She really, really, really, really doesn't like you. She wants you to leave.'

'Well, that's rude!' Evie thought back.

The parrot jolted upright when she realised Evie could telepathically communicate with her and then she fell off her perch. Everyone looked at the parrot on the dusty floor. The bird quickly shook her feathers and flew back to her perch, looking intently at Evie. 'I'm okay, I'm okay,' she squawked, in parrot. 'I meant to do that.'

'We just wondered if you could help us,' Evie's dad said, turning his attention back to Professor García. 'You see, we wondered if your charity could find a new home for the sloth. A safe part of the jungle.'

'She's called Ah,' said Evie, as the sloth dribbled in her sleep.

Professor García looked like she could cry. 'I can, of course, take the sloth. I can place it in the jungle. But it won't be a safe part.'

'Why not?' Evie's dad asked. 'I thought that's what you did. You buy up land and you keep it safe.'

The professor sighed. 'Not any more. Nowhere is safe.'

'What happened?' asked Evie.

'We ran out of money. The land prices are rising and people have stopped giving us money. No one visits our website any more.'

Evie was confused. 'Why is the website so important?'

'The website is the easiest way for people to donate money! But it is a terrible website. It is the worst website in the whole history of websites. There is nothing on there that you couldn't find anywhere else. It's a really bad—'

The professor's eyes widened as she stared at Evie.

'*Espera!* Wait a minute! You! It's you! I know you. I have seen you ...' She opened a drawer in her desk and rummaged around. Then she pulled out a copy of *Nature* magazine with Evie's face on it. 'Here! You are Evie Navarro. The animal talker!'

The Tingle in Evie's Head That Was the Start of a Brilliant Idea

8

You are everywhere,' the professor said, her breath smelling stale. 'I saw a video on YouTube where you told a bearded dragon to change a TV channel, and one where you interviewed a seagull.'

'That was my idea,' Evie's dad said. 'The seagull. She wanted to interview a rattlesnake or a tarantula and I said, "Hey, maybe start with a seagull?"'

Professor García smiled. 'You are famous, Evie! 'Also *annoying*,' thought Neruda.'

'That's why we came here,' Evie told the professor, frowning at Neruda.

'Because you're annoying?' wondered Neruda. But Evie ignored her.

'It was getting a bit much at home so we came ... here,' she said. 'I want to feel hopeful again.'

Professor García sighed, as if she was imitating the sloth. 'Well, I wish I could have given you that. Hope, I mean. But as of today, I have no

hope. Tonight I'll shut down the website. And tomorrow I'll head back to the University of Liraa and teach.'

She tore off a leaf from the plant on her desk and went over to give it to the sloth, who was waking up.

'Oh ...

a ...

leaf ...

lovely ...

yum,' said Ah.

'Look closely,' the professor said. 'Can you see that slight green tinge in her fur?'

Evie and her dad nodded.

'Is that bad?' asked Evie, worried.

'It's algae,' the professor explained, shaking her head. 'Algae grows on a sloth's fur. It evolved as a kind of camouflage. The sad thing is, no amount of camouflage can help a sloth nowadays. And sloths are homebodies. They like staying around the same trees. Peeing and pooping in the same place. They're not good at moving house. Or even moving toilet.' Professor García stroked the animal, and gently pulled it away from Evie.

'Oh ...

this ...

is ...

new ...

What ...

is ...

happening ...?'

'It's okay, Ah. The professor can help you.'

'I will take her back into the jungle. I will try to find the right home for her. But I can't promise she will be safe. I can't promise any animal will be safe from now on ... You see, we have been trying to buy a piece of Amazon land near here. It is known as "the Monkey Lands" because of all the monkeys there. But there are sloths too. And jaguars.'

'Jaguars!' said Evie, excited.

'But the loggers have raised the price and we just can't afford it. We have no money.'

Evie nodded.

She wished she could do something to help the professor and the International Centre for Rainforest Protection.

But then she felt a small tingle of an idea.

She didn't know what the idea was yet, but the tingle was growing.

She looked down at her own face on the magazine.

She saw the headline.

'EVIE AND THE ANIMALS: HOW ONE BRITISH GIRL OFFERS THE KEY TO UNDERSTANDING THE NATURAL WORLD.'

She remembered what Professor García had said only a few moments before. About the website not being interesting enough.

'Right,' her dad was saying. 'We'll be on our way then. Back to England. I'm sorry there's nothing we can do to help.'

Evie was thinking really, really hard to work out what the tingle meant and then she had it. Just as they were walking out.

'Wait!' said Evie. 'There is! I mean, there might be. I've got an idea. And it just might work!'



The idea was simple. But also, genius.

That's what Professor García said.

'Genius.'

She actually used that word. Which made Evie blush.

'So, you are saying you would go into the jungle to do this?' she said.

'Yes. I would need you – or someone – to

take me into the rainforest and then I would interview different animals. About what it feels like to be them. And we could hear about rainforest destruction from their perspectives. They could tell me what they think about humans. And then we could write up the interviews and put them on your website and people would have to donate some money to read them.'

Professor García nodded, thinking. 'Yes. Just a donation. As large or small as they want. And I think it would be best if it was one animal at a time. But—'

'But what?' Evie wondered.

'But we would need to start with something good. Something exciting... ' Professor García was pacing the room. She reached for her hipflask and raised it to her lips. She shook her head and threw it across the room, straight into the bin.

'Something safe,' Evie's dad volunteered. 'Like an otter?'

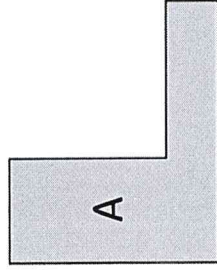
But then Evie gazed at the picture of the jaguar again. 'Him! I want to interview him!'

And Professor García smiled. 'I've always wanted to know what he's thinking.'

WEEK 7- DAY 2- THURSDAY MATHS

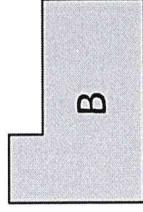
The Perimeter Is...

Alfie has some rectilinear shapes with given perimeters. Draw them with possible dimensions.



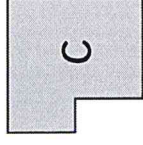
A

Perimeter=18cm



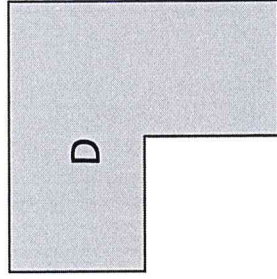
B

Perimeter=24cm



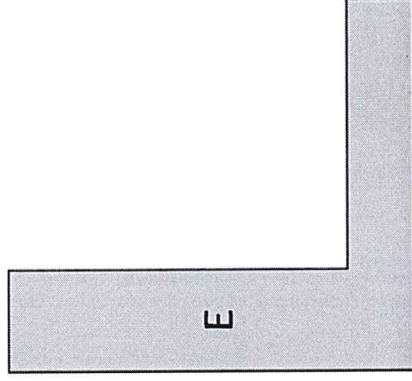
C

Perimeter=14cm



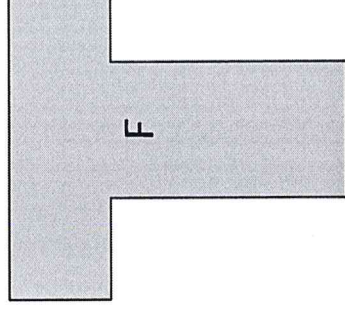
D

Perimeter=32cm



E

Perimeter=46cm



F

Perimeter=38cm

