

Tuesday 5th April 2022

th

ch

important

interest

possess / possession

The second time that you copy, try to use today's **Word of the Day** in your own sentence instead of the sentence below.

Do you know what this word means? Would you be able to explain its meaning to someone and give an example of its use?

Interestingly, Ayumi had always had the most important job in the team which was bringing out the orange segments at half-time.

Tuesday 5th April 2022
I can learn script features.



Actor / Actress



Playscript tells actors:

- what to do (Action)
- what to say (Speech)
- what to feel (Emotions)
- where to go (Stage direction)

Title of your play

Character list:

1. XXXX

2. XXXX

3. XXXX

Scene number: Scene name

Setting (What's on the stage) & Stage direction

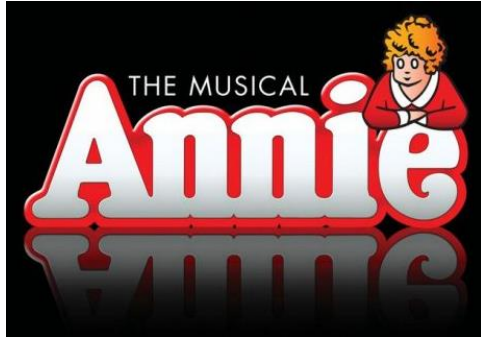
On the stage, there are some chairs and desks. It is a classroom setting. Enter

Peter and Mary from stage left.

Features of a Play Script



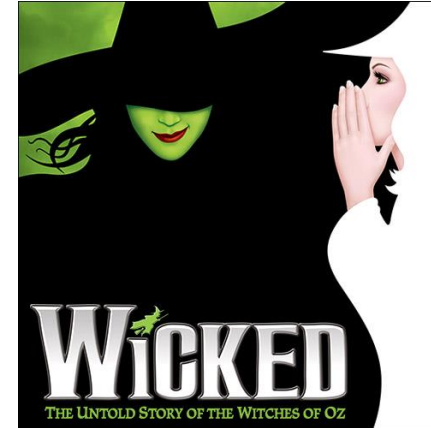
twinkl



Annie

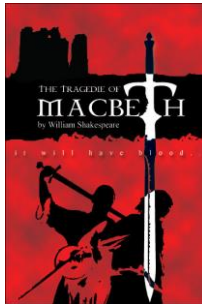
Title

The name given
to the play
script.



Wicked

Macbeth



EastEnders



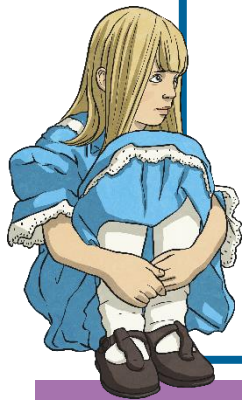
Romeo and Juliet

Character List

JACK AND THE BEANSTALK	
CHARACTERS (In Order Of Appearance)	
JACK	
JACQUELINE, his mother	
POULTRY WOMAN	
DAIRY MAID	
BUTTERCUP, a cow	
FRIPPERY, a fairy godmother	
JONATHAN, Jack's father	
COLOSSUS, a giant	
SYNOPSIS	
Scene One:	Jack's cottage, early morning
Scene Two:	The giant's castle, half an hour later
Scene Three:	Jack's cottage, that afternoon

- Found at the beginning of a play script.
- It tells us what characters are in the play.
- Sometimes it gives us a description of the character and their characteristics.

CAST OF CHARACTERS (In Order of Appearance)		
		<i># of lines</i>
ALICE	a young girl	270
WHITE RABBIT	never on time	41
MOUSE	a long tale to tell	27
MOCK TURTLE	not a real turtle, but close enough	20
LORY	a kind of parrot	20
DODO	a strange-looking bird	20
RED QUEEN	a chess figure	39
SOLDIER ONE	a playing card	6
KNAVE OF HEARTS	another card	2
SOLDIER TWO	another	6
QUEEN OF HEARTS	a tyrant	29
CATERPILLAR	a sleepy sort	14
FISH FOOTMAN	a servant	3
FROG FOOTMAN	another	8
DUCHESS	a domineering type	15
COOK	loves pepper	14
CHESHIRE CAT	walks about without its grin	10
TWEEDLEDEE	a fat little schoolboy	7
TWEEDLEDUM	his twin	9
MAD HATTER	mad as a March Hare	26
MARCH HARE	mad as a Hatter	25
DORMOUSE	a sleepy-type rodent	10
ROSE	a talking flower	8
LILY	another	8
DAISY	another	9
WHITE QUEEN	another chess figure	30
KNIGHT	an aged horseman	20
HUMPTY DUMPTY	a conceited egg	21
KING OF HEARTS	monarch of Wonderland	35
SISTER	Alice's elder sister	2
ADDITIONAL CITIZENS OF WONDERLAND		n/a



Characters

Alice In Wonderland

- Alice** The main character – A young girl who is lost in Wonderland. Has a great imagination.
- The Mad Hatter** As the name suggests, he is 'crazy'. He gives out riddles, dresses fashionably and likes tea.
- Hare** A friend of the Mad Hatter, thinks it is always time for afternoon tea, is also mad.
- Dormouse** Incredibly sleepy friend of the Mad Hatter.

At the beginning of a play script, you'll find a list of all the characters that are in the play.

Sometimes they will have a short description with them.

Why do you think this is?

This helps anyone who wants to perform the play know how many actors they need.

How might this help someone who wanted to perform the play?

This tells people what the characters are like before reading the play.



A bit like chapters in a book, the sections of a script are broken down into 'scenes'. A new scene usually means a new **setting**.

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Just after the scene number and title is a short description of the **setting**. This tells you what the stage looks like.

Stage directions

ACT I

SCENE 1

The football-club locker-room. The locker-room is dark and empty. The main lights are switched on. OLD JOHN and TONY enter stage right. OLD JOHN is walking with the help of a stick.

OLD JOHN New paint job is it?

TONY New paint. New benches. New lockers. Even got new soap for the showers.

OLD JOHN (Sits on a bench) I don't recognise anything anymore. Except the smell.

TONY Don't suppose that ever changes.

(BRIAN enters stage left. BRIAN is wearing a tracksuit. He's been on a run and looks flushed; out of breath.)

BRIAN Hi, Tony. Who's your boyfriend?

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

- Used to set the scene.
- They are an instruction. They tell an actor what they should be doing in that scene (their actions) or how they should talk.
- Normally presented in brackets or in *italics*.

Setting the scene

It is a dark, cold night and Mel and Sid are sitting on a green park bench. The street lights are dim and the sound of the traffic can just be heard in the background.

SCENE ONE: *Daddy bear comes into the house. Mummy and baby follow him. They are tired after their morning walk in the woods.*

- Gives the actors information/a description about the scene.
- Where it is.
- What it is like (weather).
- Who is there.

Dialogue

Stage Script - Macbeth

Act 1, Scene 1

SCENE I. A desert place.

Thunder and lightning. Enter three Witches

First Witch: When shall we three meet again
In thunder, lightning, or in rain?

Second Witch: When the hurlyburly's done,
When the battle's lost and won.

Third Witch: That will be ere the set of sun.

First Witch: Where the place?

Second Witch: Upon the heath.

Third Witch: There to meet with Macbeth.



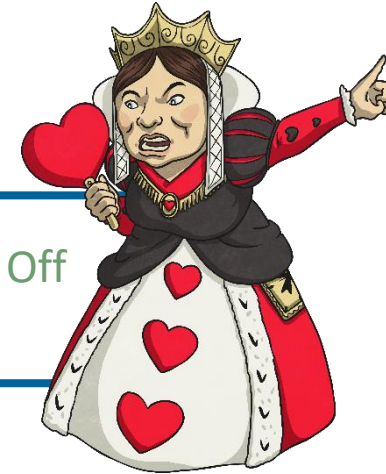
- The speech between characters.
- The character's names are on the left hand side of the page.
- No speech marks.
- The speech is separated by a colon (:)

A colon **always** comes after the name.

Queen of Hearts: Guards! Get her! Off with her head! Off with her head!

In a script, the name of the character who is speaking goes on the left.

After the colon is the dialogue (the words the character says).



How is this different to writing speech in a story?
No inverted commas!

Scenes

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

Lady Montague: Try as I might, I simply cannot get this blessed melody right!

Lord Montague: You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague: *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

- Like chapters in a book, it is a different part of the play.
- Used when you want to change the location or the time the dialogue is taking place.
- At the start of a new scene, it is important to say where and when it is happening.

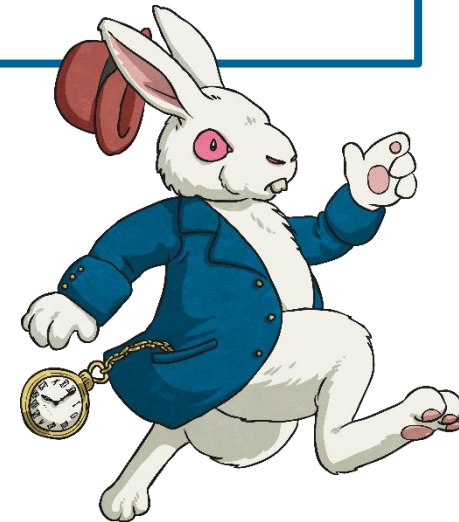
Words in brackets are stage directions. These are instructions to the actors so they know what their character should be doing.

White Rabbit: (anxiously, whilst rushing across the stage) I'm late! I'm late!

Alice: (confused) A talking rabbit? It can't be...

Sometimes they tell the actor how to say their words.

The actors don't **say** the stage directions.



Some plays have a narrator to help set the scene for the audience, but lots of plays don't.

Narrator:

Alice found herself in a strange room, inside was a small table. On top of it, sat a small, peculiar-looking bottle with a label on.

(Alice looks around, confused, then goes over to the table and studies the bottle.)

Stage directions can be given to any character, not just the ones speaking. They are always written in **present tense**.



Can you find the play script features in the text here?

Scene
number
and title

Setting
description

Speaker's
name,
followed by a
colon (:)

Stage
directions in
brackets

Speech –
without
inverted
commas!

Present tense

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) ————— It's you.

Dormouse: (exasperated) No it's not! Hare brought us the wrong Alice!

Hare: (gasps and throws his hands against his head) ————— It's the wrong Alice!

Mad hatter: You're absolutely Alice, I'd know you anywhere.
(to the rest of the characters at the table)

I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

click the
different
features to
show the
answers

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I can learn script features.

Characters' names

Dialogue

Peter:	(Angrily) How many times did I tell you not to touch my things?
Mary:	(Innocently) What are you talking about?
Peter:	(Pointing at Mary) Don't you dare pretend!
Mary:	(Sadly) I really don't know what you're talking about.
	<i>Peter steps closer to Mary and grabs Mary's arms tightly.</i>
Mary:	(Irritated) Hey! It's so painful! Stop!
Peter:	(Madly) Tell me where you've put the photo!
Mary:	(Shouting) I DON'T KNOW WHAT YOU ARE TALKING ABOUT!
	<i>Peter slaps Mary's face. Mary leaves stage left, crying. Light out. Curtain falls.</i>

Emotions

Mary:	(Irritated) Hey! It's so painful! Stop!
Peter:	(Madly) Tell me where you've put the photo!

1. Past participle (P.P.) = **verb + 'ed'** / irregular verbs
(e.g. scared / frightened / worried / puzzled)

2. **Adverbs (-ly)**

(E.g. sadly / madly / happily)

Tuesday 5th April 2022

I can learn script features.

What are some features of a playscript?

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Alice enters the scene, stage left.

Mad Hatter: *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice)*
It's you.

Dormouse: *(exasperated)* *No it's not! Hare brought us the wrong Alice!*

Hare: *(gasps and throws his hands against his head)* *It's the wrong Alice!*

Mad Hatter: *You're absolutely Alice, I'd know you anywhere!*
(to the rest of the characters at the table)
I'd know her anywhere!

Dormouse and Hare laugh maniacally.

Well, as you can see we're still having tea. You're terribly late you know... naughty.

Alice: *I'm incredibly intrigued.*

Mad Hatter: *Yes yes of course, but now we must get onto the Frabjous Day!*

Dormouse & Hare together: *FRABJOUS DAY!!*

Mad Hatter: *We're investigating things that begin with the letter M.*
(whispers) *Have you any idea why a raven is like a writing desk?*



Label the features of this text.

Dividing 1 and 2 digits by a hundred

- I** a) Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths

- b) Complete the division.

$$8 \div 100 = \boxed{}$$

c)

Ones	Tenths	Hundredths

What do you notice?





2

a) Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths

b) Complete the division.

$$80 \div 100 = \boxed{}$$

c)

Tens	Ones	Tenths	Hundredths

What do you notice?

3 Complete the sentence.

To divide by 100 you move the counters places to
the _____



4 Complete the calculations.

a) $3 \div 100 =$

d) $= 60 \div 100$

b) $90 \div 100 =$

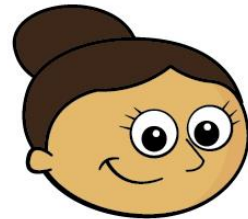
e) $\div 100 = 0.5$

c) $= 5 \div 100$

f) $0.02 =$ $\div 100$

- 5 Dora is working out $48 \div 100$ using a place value chart.

Tens	Ones	Tenths	Hundredths
● ● ● ●	● ● ● ● ● ● ● ●		



To divide by 100 you
move two places to the right,
so $48 \div 100$ is 40.08

Tens	Ones	Tenths	Hundredths
● ● ● ●			● ● ● ● ● ● ● ●

5

a) Explain the mistake that Dora has made.

b) Complete the division.

$$48 \div 100 = \boxed{}$$



- 6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

- a) Explain how you would work out $37 \div 100$ using this chart.

Compare answers with a partner.



6

b) Use the Gattegno chart to complete the division.

$$92 \div 100 = \boxed{}$$

c) Use the Gattegno chart to complete the division.

$$19 \div 100 = \boxed{}$$

7

Complete the calculations.

a) $31 \div 100 = \boxed{}$

e) $\boxed{} = 29 \div 100$

b) $60 \div 100 = \boxed{}$

f) $\boxed{} \div 100 = 0.58$

c) $\boxed{} = 85 \div 100$

g) $0.5 = \boxed{} \div 100$

d) $0.01 = \boxed{} \div 100$

h) $0.3 = 30 \div \boxed{}$



8 Complete the calculations.

a) $36 \div 10 =$

$36 \div 100 =$

$36 \div 10 \div 10 =$

b) $91 \div 10 =$

$91 \div 100 =$

$91 \div 10 \div 10 =$

What do you notice?

9

Dividing by 100
is always the same as
dividing by 10 twice.



Do you agree with Amir? _____

Explain your answer.





10

Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.



$36 \div 100$ and $63 \div 100$

$$\boxed{} \div 100 = \boxed{} \text{ and } \boxed{} \div 100 = \boxed{}$$

$$\boxed{} \div 100 = \boxed{} \text{ and } \boxed{} \div 100 = \boxed{}$$

What is the greatest possible answer you can get?

What is the smallest possible answer?

Compare answers with a partner.



Ones	Tenths	Hundredths

- a) Draw counters to show 8 on the place value chart.
- b) Complete the division. $8 \div 100 = \square$
- c) Draw counters to show your answer on the place value chart.
- What do you notice?



Ones	Tenths	Hundredths

- a) Draw counters to show 80 on the place value chart.
- b) Complete the division. $80 \div 100 = \square$
- c) Draw counters to show your answer on the place value chart.
- What do you notice?



- 3 Complete the sentence.

To divide by 100 you move the counters places to the _____.

- 4 Complete the calculations.

- a) $3 \div 100 = \square$
- b) $90 \div 100 = \square$
- c) $\square = 5 \div 100$
- d) $\square = 60 \div 100$
- e) $\square \div 100 = 0.5$
- f) $0.02 = \square \div 100$



- 5 Dora is working out $48 \div 100$ using a place value chart.

Tens	Ones	Tenths	Hundredths
●●●●	●●●●●●		



To divide by 100 you move two places to the right, so $48 \div 100$ is 40.08

Tens	Ones	Tenths	Hundredths
●●●●			●●●●●●

- a) Explain the mistake that Dora has made.

- b) Complete the division. $48 \div 100 = \square$

- 6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

- a) Explain how you would work out $37 \div 100$ using this chart. Compare answers with a partner.

- b) Use the Gattegno chart to complete the division. $92 \div 100 = \square$

- c) Use the Gattegno chart to complete the division. $19 \div 100 = \square$

- 7 Complete the calculations.

- a) $31 \div 100 = \square$
- b) $60 \div 100 = \square$
- c) $\square = 85 \div 100$
- d) $0.01 = \square \div 100$
- e) $\square = 29 \div 100$
- f) $\square \div 100 = 0.58$
- g) $0.5 = \square \div 100$
- h) $0.3 = 30 \div \square$

- 8 Complete the calculations.

- a) $36 \div 10 = \square$ $36 \div 100 = \square$ $36 \div 10 \div 10 = \square$
- b) $91 \div 10 = \square$ $91 \div 100 = \square$ $91 \div 10 \div 10 = \square$

What do you notice?

9



Dividing by 100 is always the same as dividing by 10 twice.

Do you agree with Amir? Explain your answer.

- 10 Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.



$36 \div 100$ and $63 \div 100$

What is the greatest possible answer you can get?

What is the smallest possible answer?

Compare answers with a partner.

Tuesday 5th April 2022

I can explore Viking religions.

Who were they?

What were their settlements like?

**What have we learnt
about Vikings so far?**

Where did they come from?

When did they start
invading Britain?

What jobs did they
do?

Tuesday 5th April 2022

I can explore Viking religions.

Let's learn:



<http://www.primaryhomeworkhelp.co.uk/viking/religion.html>



<https://www.bbc.co.uk/bitesize/clips/zyy9wxs>



<https://www.bbc.co.uk/bitesize/topics/z939mp3/articles/zvmjwty>

Tuesday 5th April 2022

I can explore Viking religions.

Are there any similarities between the Anglo-Saxons and the Vikings?

Where did Vikings believe they went after they died?

How were vikings buried?

Tuesday 5th April 2022

I can explore Viking religions.

The Gods

Thor

Thor was the god of thunder. Thor had iron gloves, a magic belt and a hammer. He was also god of protection. He provided protection from cold, hunger, giants and other dangers.

Draw each of these three based upon this information.

Freyja

Freyja was the goddess of love and witchcraft. She possessed a famous necklace, which the trickster god Loki stole and Heimdall recovered. She rode a chariot drawn by cats. She was known to weep tears of gold.

Heimdall

Heimdall was the watchman of the gods. He lived at the entry to Asgard, where he guarded the rainbow bridge, called Bifrost. Heimdall had the 'ringing' horn, which could be heard throughout heaven and earth.

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Thor

I can explore Viking religions.

<https://kids.britannica.com/students/article/Thor/313835>



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<https://kids.britannica.com/students/article/Freya/311338>

I can explore Viking religions.

Freya

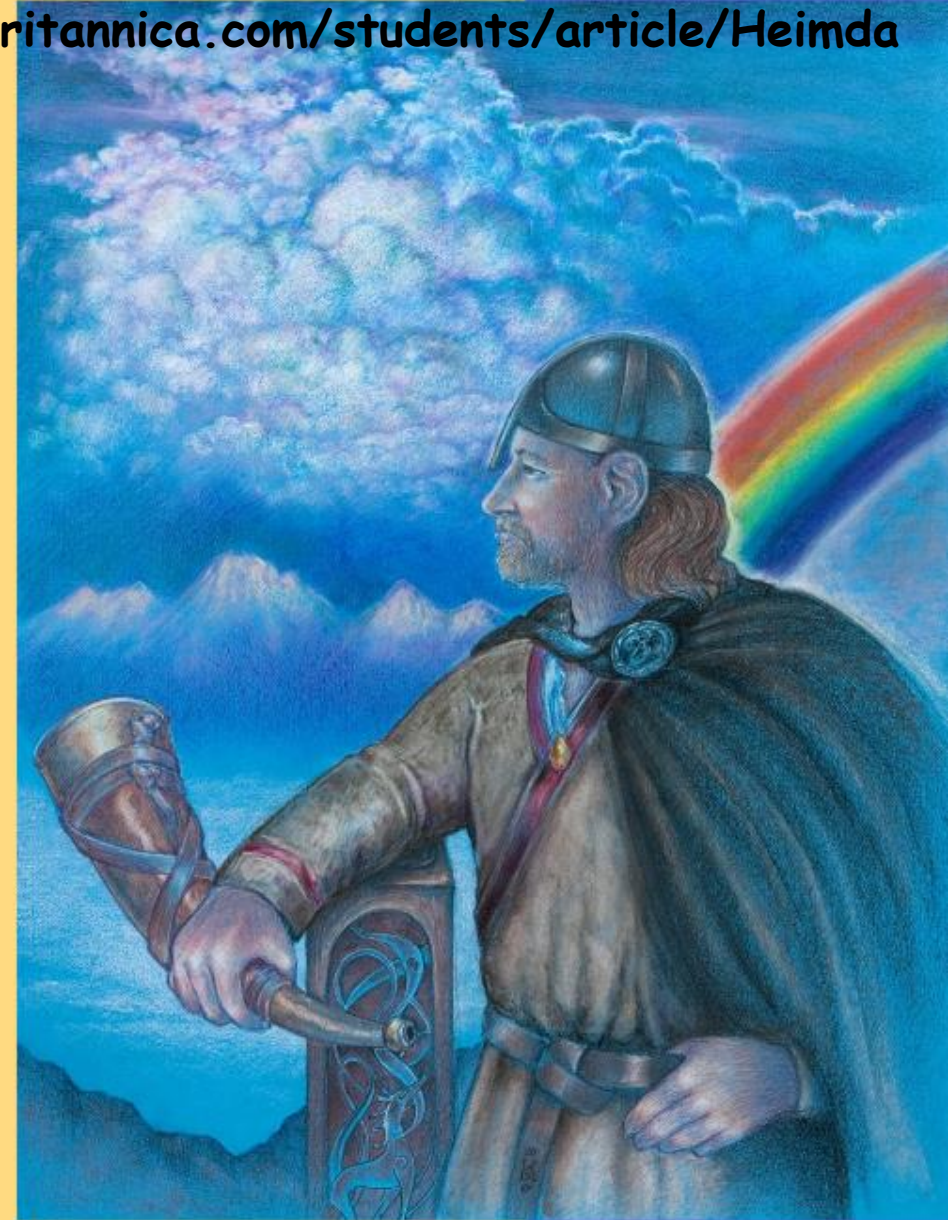


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<https://kids.britannica.com/students/article/Heimdall/311645>

I can explore Viking religions.

Heimdall

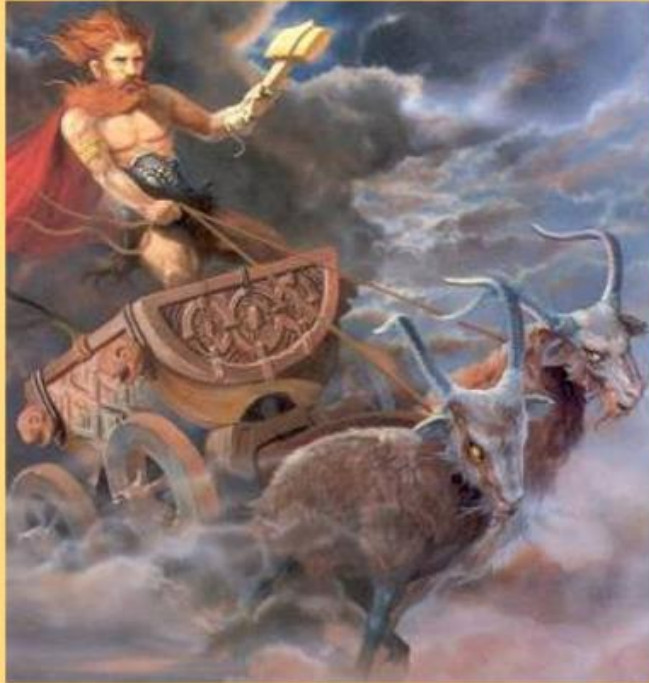


Tuesday 5th April 2022

I can explore Viking religion

Create a factfile about
either Thor, Feyja or
Heimdall.

Thor, God of Thunder



Heimdall
Guardian of the Gods



Freyja
Goddess
of Love

